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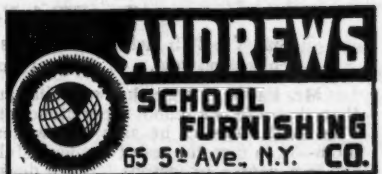
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A Reform School That Reforms.

By M. W. VANDENBURG, A. M., M. D., Mt. Vernon, N. Y.

More than a century ago, the government of a European state gave in a single instance public aid to a method of teaching in public schools, that had attracted some attention thru the persistence of its author. This half-hearted support was withdrawn at the end of the first year. Finally the promoter and inventor of this method died at an unusually advanced age, poor, almost penniless, with a life history so pitiful that it is painful to read the bare recital. The foremost educators of our day are beginning to appreciate the value of Pestalozzi's methods.

More than three score years ago the founder of kindergartens gave public demonstration of their value. He, too, died years later, with scarcely a ray of the sunrise of the great day of kindergartens to bless his aged eyes. The rays of this day have not yet illumined all the educationally dark places, nor driven out all the owls. Death only can work some phases in reformations.

Two score years ago one of the greatest philosophers of our times, if not pre-eminent in all time, wrote of education and educational methods. It has taken forty years to show the first fruits of Herbert Spencer's ideas in educational reform, so slower than a snail's pace move changes in education methods.

It remains to be seen whether we of the present shall be any less conspicuous than our predecessors in garnishing the tombs of the dead prophets with one hand and stoning the living with the other.

Certain it is that there has been born among us a system of educational reform, such as the world has never before seen put into practice. A system that more closely conforms to sound psychology and correct ethical ideals than all others combined. That this praise may not seem fulsome and undeserved, I beg to refer again to the principles laid down in preceding articles. That the great principle of use and disuse is more powerfully potent, if I may be allowed the expression, in the moral sphere of man's nature than in any other. Perhaps this may come from the later development of the moral faculties, leaving them more sensitively plastic than the rest of man's nature.

The Wrong Kind of Appeal.

Be that as it may the fact remains that the most easily weakened and the most readily strengthened part of the modern civilized man's nature, lies in the region of his moral sentiments and social ideals. In criminal reform schools the appeal to these has usually been from the wrong side. As I have tried to point out, the sense of injustice, of self-disrespect, of self-degradation, the feelings of resentment, anger, revenge, distrust, and opposition, have been appealed to much more frequently than their opposites, by the natural working of the means employed.

The appeals to deceit, fraud, lying, and theft have seldom been wanting in modern reformatory institutions.

The inmates of such places, be they prisons, jails, or reform schools, have been compelled in self-defence to

resort more or less constantly to these methods and states of mind. The results have been most natural and legitimate. The weaklings have submitted and come out flaccid and useless members of society. The strong and self-reliant have come out doubly confirmed in criminal tendencies. The whole business has been a lamentable and conspicuous failure.

Who Works Shall Eat.

Over against these methods I beg to place the methods of the George Junior Republic, of Freeville, Tompkins county, N. Y. This is an association incorporated under the membership corporation laws of the state of New York. Its motto is "Nothing Without Labor;" and the principle is enforced so practically that every boy and girl must pay for every meal he or she eats, and every night's lodging with the labor of his or her own hands. Otherwise he or she goes to the lock-up, and is set at work on long hours and coarse rations, and kept under durance vile. The law that places them there has been made by the boys and girls themselves, and the blame for its enforcement rests not upon superintendent and assistant, but upon the boys and girls who made the law and see to its rigid enforcement, impartially against the highest and the lowest.

Here is one of the greatest levers of reform, in this method. It applies the most strenuous and immediate law of nature to the performance of a social obligation. The fault, if fault there be, is in the nature of things, in the plan on which we are built. And one soon learns that it is well not to quarrel with this department of the universe.

The regenerating complement of this law is, that one may always find work enough to pay his way, and if he is in earnest, to do much better than that. Nothing is given away, not even a pair of old shoes. Everything has its price. "Constant employment, the stimulus of necessity, self-dependence, and self-government are among the chief means in use in the republic for building up character."

The esteem of one's fellow citizens plays a very strong part here as elsewhere in all the world. There is no bravado "in doing time like a man." All punishments are given by a due process of law, by trial before a judge, who is a boy member of the republic, or by a jury of his peers, so that the criminal has little public sympathy and no public halo of glory as he goes forth to suffer the just penalty for wrong-doing.

Any method that removes the halo from the brow of the young criminal in the presence of his boy-friends, does much to make crime distasteful. This method does it most effectively.

We now have an incentive to work and work provided; the nobility of labor guaranteed and the condemnation of laziness and vagrancy assured. The justice of the demands of the law vindicated and the loss of social standing of the offender authoritative. Could any of our reformatory institutions reach even these steps of progress the stride would be immense. But in the Junior Republic it goes farther, much farther than this.

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The present article is the fourth in Dr. Vandenburg's series. His discussion of the problem of Reform Schools began in THE SCHOOL JOURNAL for June 2, and continued in the numbers for June 9 and October 20. The article on "Demoralization" which appeared August 25 may also be regarded as one of the series.

Self-reliance is a necessity. Honesty in dealing is enforced by the same natural processes.

An Instance of Regeneration.

In a letter under the date of July 24, 1900. Mr. Wm. R. George says: "The instances of boys stealing, cheating, or defrauding and finally concluding from experience that honesty is the best policy, are legion. Hardly a month passes without an instance of this kind. A striking one occurred several years ago. At the expiration of a sentence a boy came to me with tears in his eyes and desired to know if I thought there was any help for him, or if he had any chance to become anybody. 'I've been figuring it out,' said he, 'and it don't pay to be bad; for you see you have to work harder in the jug than outside; and youse can eat in the Waldorf, and the girls and boys don't look down on you, cause you are in prison. Cause when you are in prison youse have to work hard, and to sleep on a hard bed, and have plain fare, and have your hair clipped, and take the lock-step, and wear a striped suit, and lose your citizenship, and everybody looks down on you because you are a prisoner; and it don't pay. Is there any way for me to get on top?' On being assured there was, he said, 'I'm just going to try my level best to get there, and we'll shake hands on it.' And he did. He rose by degrees, and with such success that before the end of that particular year he became speaker of the house of representatives of the Junior Republic."

If any other system will make a little showing of stimulating boys and girls to "do their level best" to reach the top stratum of respectable society, that system shall have our hearty sympathy and most sincere praise. The Junior Republic system does it, and without artificial forcing.

This is a reform school that reforms. Justice, free-will action, necessity for labor, reward for all labor, absolute self-dependence, the approval of one's fellows for well-doing, their unequivocal condemnation of wrongdoing, encouragement and sympathy for all honest effort, these are the *natural forces* that mold honest, industrious, self-reliant, and self-respecting characters. What more can one ask?

Teaching Pupils to Study.*

By JAMES M. GREENWOOD, Kansas City, Mo.

Little attention is ever given in any class of schools to teaching pupils how to study their lessons. This omission occurs in no other pursuit in which children or grown people are engaged. Even in normal schools, which are supposed to deal almost exclusively with how to get knowledge into the mind and how to get the mind out to knowledge, and while all the actions and reactions of the child's mind are being carefully noted and cataloged, yet little or nothing has been done in those schools for the purpose of showing the pupil how to lay siege in attacking any subject which he is required to learn, except that he is told "to learn it." There are three words in this connection that need close discrimination:—Learn, teach, study.

Learn is from the base "Lis" which seems to have the original meaning of "foot-track:" I know (find or trace out), to find out, to follow out. In the modern sense to *learn* signifies to gain knowledge of by study, investigation, observation, or inquiry; acquire by receiving instruction; get information concerning, or an understanding of; acquire skill in or with; fix in the mind. These uses simply imply an effort on the part of the learner to fix ideas in the mind by virtue of its own self-activity. The elementary facts are mind and objects to be known, and the relation by bringing the knowing mind and the objects together, so that the process forms the act of learning. If the mind and the object or objects

are brought into immediate relation, then we have what is called intuitive knowledge, and by a removal of one or more steps in the process the act of learning becomes *mediate* knowledge.

"Teach" literally signifies to show how to do, to tell, to indicate, to point out. These definitions illustrate very clearly the difference between the learning act and the teaching act. The learner learns, but the teacher teaches the learner, or shows him, or tells him how and what to learn. Strictly speaking, each one must learn for himself—build up his own knowledge in his own way in his mind, and then hold it in fee simple in his own right after he has acquired it. It must be his own possession and not that of another, and as much as the teacher can do for the learner is to put him in such relation to knowledge that he can get at it and lay hold of it in the right way. Nearly all the modern doctrine on education hinges on these two words—*Learn* and *Teach*.

How to Teach one How to Study is a very practical question, and to study is very different from both *learn* and *teach*, but it is evidently related to both as acts of the mind. Study is from the Latin word *studium*, zeal, haste, akin to *studere*—to study, implying an active condition of mind. So much then for these explanations which simply pave the way for the real question which demands attention from all grade of teachers, whether in high or low positions. Children do most of their studying in a haphazard sort of manner. The younger ones copy or imitate the older ones in the schools, or it may be they are helped, directed, or hindered by their parents who learned from their schoolmates years before.

Nearly all methods of study have been transmitted from one generation to another. Have we not reached a stage when the subject should receive such treatment from the hands of teachers as its importance demands? Should not time be taken to explain to pupils as a class as well as individually, how each kind of a lesson should be learned? Children do not always work with the least expenditure of time and energy in getting lessons. They go at it frequently the very hardest way, and not knowing clearly beforehand what they should do, they do not see the advantage one method of attack offers over another. Teachers should explain to pupils what objects are to be accomplished in mastering each subject included in the course of study, and what power the mastery of it confers. The object of each lesson should be clearly and definitely pointed out, and if the pupil then fails to master it, he should feel that he will be a loser thereby. In my opinion this much is due from the teacher to the pupils, and it gives the pupils a clearer insight into what they do.

As the classes go on to new and advanced branches, especially in the high school, explanations of the bearing of one subject on others as well as the best and most approved methods of attack in each case should be fully presented so that no pupil would be obliged to work in the dark.

If teachers would only keep their eyes open and find out from the pupils themselves how they prepare their own lessons, the information thus obtained will be surprising. It is only from the pupils themselves, when confidential and sympathetic relations exist between them and their teacher, that this knowledge can be obtained. For lack of this necessary information which the children positively need in learning, the waste of energy is appalling. Let this subject be made a matter of conversation, suggestions, hints,—enough at least to put the children on the right track and to keep them there. I am thoroly convinced that if this thought is acted upon and the instruction is given at the beginning of school, the pupils' progress this year will be surprising.

To put the pupil under favorable conditions for the easy working of his mental machinery in its own way, is about as much as the teacher can do effectively. Minds as so constituted that one will seize hold of a question under one aspect and another in a manner entirely different. No two minds are seldom ever impressed by the

*This concludes Supt. Greenwood's discussion of "The Great Question," begun in THE SCHOOL JOURNAL, of September 22 and continued September 29, and October 6 and 13.

same fact precisely alike, hence it is that each is obliged to get truth in its own way, and then to assimilate it according to its own plan of mental operation. The pupil always gets his knowledge in fragments or pieces, and he has to put these pieces somehow together so as to weave them into a consistent whole, and this he accomplishes by putting the subject before his mind and viewing it first from one side and then from another, and so on till he goes entirely around it.

There must be sufficient time given to each subject, and to each particular phase of it, for it to soak in or fix itself permanently. Some teachers work so hurriedly, tack-hammer-and-tongs fashion, that they never give pupils time enough to let an idea take deep root; others, again, are so slow that the pupils' thoughts are always running far ahead, guessing, as it were, at what will come next. There is a golden mean between these two extremes. The pupil should know as well as the teacher, and perhaps better, when a thing is learned, and that degree of mental honesty should be so highly cultivated that he will speak out when he does not know or understand. It takes no little courage to confess ignorance before others, yet all education, from the intellectual standpoint, is to lead the learner from ignorance to knowledge, and the thoughtful questions of inquiring pupils should always be encouraged.



Vacation School Problems.

BY MARY G. FERNALD, New York.

It was noon of a July day and the great metropolis lay scorching in the breath of one of the severest summers on record for thirty years. A glance at the uptown streets disclosed row after row of deserted houses with doors and windows carefully boarded up, proclaiming that the inhabitants had gone in search of a cooler clime. Downtown the business man hurried out for a light lunch at the nearest restaurant, then hastened back to take refuge in an upper story office where great open windows invited the passing breeze and hundreds of electric fans whirled unceasingly. The appallingly long list of deaths and prostrations was steadily growing longer. East of the Bowery, in that region known as the Ghetto, the terrible heat served to make life unendurable. One hundred five degrees at the street level and not a breath of air stirring! Tubs of yellow-green pickles swimming in unsavory liquid stood at the street corners beside the inevitable push-cart. Decaying fruit and vegetables, garlic, and fish combined to produce a stench almost suffocating to the passer-by.

Along the slimy sidewalks and streets, thru the crowds of unkempt men, women, and children, three young women slowly made their way. Their dress, features, and bearing placed an immeasurable distance between them and the crowds about them, but here and there little children caught their hands to kiss, and little urchins raised tattered caps in respectful salute as the trio passed by. It was with a feeling of relief that they finally reached a small establishment on Grand street where the placard advertising a standard ice-cream made it possible to seek refreshment without menace to life and health.

"Well, now," remarked the proprietor, as he waited upon the limp and tired young women, "if it wasn't vacation time I'd have said you was school teachers. You have such an air of authority."

The attempted flattery might have been more welcome had the recipients felt quite sure that they cared to acquire the stamp of the profession after a few days of struggle with the unruly element of the East Side. An air of authority indeed! The words seemed tinged with sarcasm, for that was the one thing they had felt most sadly lacking in their make-up as they faced the hordes of barbarians pouring in upon them on the opening day of the vacation schools. Oh, for the lightning glance, the compelling eye, the "air of authority"!

First Experiences.

Many such young women and a smaller proportion of men go into the vacation work to gain their first experience in teaching. And a rigorous apprenticeship they are apt to find it. An authority on such matters has said, in speaking of the vacation schools, "The classes offer to the teacher fresh from the normal school, a practical training ground of great value. The advantages presented over the ordinary initiation of the graduates are numerous. Not only are the hours shorter and the supervision more direct, but the work offered to the child is such as enlists his keen interest and attention. The secrets of discipline are thus revealed to the young instructor. With the knowledge that the order depends upon interest, she acquires a host of suggestions for the utilization of the activities of children whom she will meet in the future."

This is undeniably true, but it reminds one of the heroic method of teaching a boy to swim by throwing him off a wharf. The young and inexperienced girl who starts in with the summer schools is apt to feel that she has been suddenly plunged into a boisterous sea without having been provided with a life-preserver or even a board to which to cling, and, alas, she does not know how to swim! The good advice contained in Hughes' "How to Keep Order" has deserted her, all her well-studied psychology and methods are fast slipping away. She can grasp at a few futile straws, such as, "It is a Mistake to Expect too much Moral Goodness from Children," "Patience is a great Preserver of Order," etc. Suddenly she realizes that she must strike out for herself at once, bravely and courageously, and that nothing she has ever read or studied will be of any use to her except as it has entered fully into her consciousness and partakes of her own individuality.

Then, if she has any grit and love of adventure, she will rally and enter into the struggle for supremacy with earnestness and keen enjoyment. She begins to understand the significance of the question which had been put to the timid and shrinking applicant by a member of the examining committee. After looking at letters of commendation and specimens of art work, the examiner had turned to the girl and asked, "Miss —, do you ever get enthusiastic about your work? Really enthusiastic, all thru and thru, so that others are interested in it?" The weak and colorless tone of the reply, "Oh,—yes," was hardly reassuring, and had suggested a reasonable doubt as to what the owner of such a voice could do with fifty street Arabs about her. In the above question a matter of vital importance was touched upon. Enthusiasm is the secret of success. Emerson has said, "No man can write anything, who does not think that what he writes is for the time the history of the world; or do anything well, who does not esteem his work to be of importance."

Even teachers with years of training in the public schools felt that the first day in the vacation schools marked a new epoch in their experience and one not easily to be forgotten. Boys to the right of them, boys to the left of them, boys in front of them volleyed and thundered, and gray-haired women went down under the charge. The difficulties of summer school teaching are not glossed over at the board rooms. The applicant is given clearly to understand that the work will be hard, she is asked to consider that the days are likely to be insufferably hot, and that the salaries are not munificent. Yet in spite of all warning some 2,000 applications were made for positions in New York the past summer. It is a poor rule that does not work both ways, and teachers realize that the close supervision which brings blame for failure ensures at the same time appreciation and reward for faithful and successful endeavor. Thus it serves to many as an entrance into the ranks of the regular public school teachers.

Some of the Difficulties.

Many difficult problems are presented in the vacation schools. Probably nowhere else is there so large a pro-

portion of inexperienced teachers. It is planned to have a sufficient number of experienced teachers as heads of departments in each school, to act as supervisors and to direct the class work of two or more assistants, in addition to teaching their own classes. The principals are also selected with reference to previous success in such work. Even for these veterans in the service there are many new phases to be considered. The whole plan is as yet on an experimental basis, and a member of the board of education could doubtless tell of numberless perplexities and problems to be solved at that end of the line.

The new teacher finds many others in the same position as herself, with a few of the older and wiser who are very ready to lend a hand and give a word of encouragement. Anyone who has taught in these schools will, I am sure, testify to the uniformly helpful attitude of the older teachers, without whose aid it would have been hard to succeed. Genuine effort is quickly and heartily recognized, and the teachers feel that the inspectors, the supervisors and members of educational boards, and the hosts of visitors who frequent the school-rooms are really interested in their work and are not coming in a spirit of criticism. Among the visitors are regular grade teachers who wish to see how some branch they have to handle is taught by those who have made it a special study. There are others who are interested in mission work and so feel attracted to this great movement. Some who have charge of vacation schools in other cities wish to see how New York conducts this work. Supervisors make frequent visits to the classrooms to find out how the courses they have planned are being carried out, and to give instruction and advice if necessary. Thus a teacher becomes accustomed to having anywhere from one to half-a-dozen visitors walk into her room during the progress of a lesson.

The most trying time for teachers and pupils alike is the period of waiting for supplies. It may be several days before all the necessary materials are on hand at the various buildings. There may be pencils and no paper, or paints and no brushes, or, very likely, neither pencils nor paper, brushes nor paints. In such an emergency it takes all one's native wit and ingenuity to keep from thirty to fifty boys or girls happy and orderly, especially as the first cry is, "Aren't we going to work? We want to do something." If ever a teacher needs "a host of suggestions for the utilization of the activities of children" she needs them at this crisis. The smattering of all branches of knowledge which the New York street urchin has acquired at the age of eleven is prodigious, and makes it no easy task to surprise and capture his interest. He knows a little of almost every subject in the school curriculum, has access to libraries containing the best of books from the classics to the latest stories for young people, and in addition he has picked up in the street an acquaintance with different phases of life and sin that appals an older head. Forewarned and forearmed, a young woman brought on the first day a copy of Hawthorne's "Wonder Tales" to read in case the supplies were not on hand, but the boys scornfully announced that they knew "all those stories," and refused to listen. Another teacher racked her brains to conjure up something interesting for the second day. A friend suggested the "Brownies." The very thing! She borrowed the book and carried it triumphantly to the scene of her labors, only to have her ardor dampened by seeing a duplicate copy (from the library) in the hands of one of her boys.

The Matter of Discipline.

Discipline is always a serious problem, complicated in this case by the fact that these are play schools, known as such to the children. To attain and keep that golden mean between absolute order and complete disorder requires discrimination, patience, tact, and a natural skill with children. They go in and out of the playground in the basement of the same building in which the classes are taught all the afternoon. There they romp and

play to their hearts' content, and they bring the same spirit into the morning work. They have to be taught that they cannot be allowed to run about the room during a water-color lesson, and that they are not supposed to get up in the middle of the morning and walk home without permission. There is no truant officer to bring back delinquents, and the teacher knows that her position depends on keeping up her attendance. Her pupils know it, too, as they know a great many other things, and this makes the problem harder to solve. She must be all things to all children, keeping such order and quiet that the industrious ones can work to advantage, without making it too restraining for the restless ones who are anxious to play, winning them to work thru interest. She does not want to drive away any of her little flock.

No one who is not strong and well ought to risk teaching in the summer schools. The difficulties are too real. There is no place for sentiment. The Christian Scientists propound the question, "Are sin, disease, and death real?" They certainly appear so to the vacation school teacher, and surely in some sections of the East side we are in their breeding ground. Sin is no empty title here; disease and filth flaunt their ugly garments in our faces, and death claims its victims at our sides. As I entered the Hester street building one August morning a boy came in great excitement to tell me that "a woman hanged herself just across the way, ma'am, and the police has just now come." I did not wait for further particulars which would have been readily given. One of the art teachers was greatly distressed because her boys would draw nothing but pictures of the hanging that morning.

The heat is another tangible difficulty to be encountered. "Sarah can't come any more," explained a little girl one morning, "because her brother died of the heat yesterday and her mother has to shiver" (an expression used among Hebrews in connection with lamenting the dead). There had been days of frightful heat and Rachel mourned for her children and would not be comforted because they were not.

In addition to these already mentioned, there are all the trying features which any teacher in these tenement districts has to face. The trials do not become easier to bear as the days go by. After the novelty wears off it all grows harder. There come days when it seems almost impossible to descend into that region of awful odors, repellant sights, and discordant sounds, but if a glimpse of eager, grimy little faces restores your enthusiasm, you will get thru it. One young lady said in speaking of the subject, "I should want to wear a tight rubber cap and a rubber suit." Unfortunately there is no magic atmosphere with which you can surround yourself and so prevent contamination. Eternal vigilance is the price of safety. The most discouraging thing about it all is the apparent hopelessness of accomplishing permanent good without changing surroundings. How can the children carry out any laws of health and cleanliness? Suppose you tell them to take a bath every day. Where could they take it? It was incidentally discovered in one of the schools that thirty of the children came from a single tenement. The establishment of public baths has been very beneficial to these classes. A small girl "one morning asked to be excused at eleven o'clock as she was not feeling very well and wanted to take a cold bath down at the river." Her request was granted, her teacher considering it was a practice which ought to be encouraged.

There comes a time when even the one who has no position for the ensuing year, and thus depends on success in the summer venture, feels herself swept in by the irresistible tide of worry and anxiety for results. She suddenly wakes to the realization that she is forgetting to keep the good of the children uppermost in mind, but is working feverishly, wearing herself out and communicating a spirit of uneasiness and dissatisfaction to her class. Perhaps it is the ardent remark of some little

girl, "O Miss—, I do so love to see your face when you smile," that recalls her to her senses. She laughs at her fears and worries, and resolves not to try to force her little ones to impossible tasks and spoil the end of a happy time by dearth of smiles.

The course pursued in the New York vacation schools is to be commended on account of the variety of subjects and the consequent interest aroused. Nature study and story-telling kept the art work from being monotonous. Each of the ten schools offered some special branch for the oldest boys and girls. For the girls there were courses in cooking, designing, doll-making, sewing, knitting and crocheting, millinery, house-keeping, embroidery, and flower-making. The boys chose from a list of such subjects as whittling, clay-modeling, fret-sawing, wood-carving, chip-carving, cane-weaving, joinery, toy-making, and cardboard construction work. There were finely equipped kindergarten classes in each building, and loving followers of Froebel cared for the wee ones in the morning school and the afternoon playground as well. The "Report on the Vacation Schools and Playgrounds" is a most interesting little volume and well repays careful perusal. If, after looking thru its pages, you do not feel a strong desire to turn student and take up some one of the delightful courses outlined therein it will be passing strange. The Romans gave free corn to the populace and turned them into paupers; America gives to her struggling millions free schools, and lifts them to the plane of independent, well-developed citizenship.

A School Exhibition.

My pupils are looking forward to our exhibition, or "fair" as they like best to call it, which we are going to hold on the last day of the fall term, shortly before Thanksgiving. We have been preparing for it ever since school opened. On the very first day of the term I asked the children if they would rather carry home their day's written work each night or let me keep it until the last day of the term when we would have an exhibition in our hall, over the school-room.

They decided at once in favor of the exhibition. It was understood that none but the best work that could be produced would be kept for the purpose. The children have been untiring in their efforts to hand in neat, nicely written, well punctuated papers. I find I have no occasion to talk about finger marks and slovenly figures nowadays.

We are saving correct arithmetic papers, each pupil's best writing and drawing work, paper cutting, weaving and folding, written language, and construction work. Besides these the boys are making a collection of different kinds of woods, and one of grains. The younger boys are collecting pretty stones; the little girls are pressing leaves; maps are under way with productions pasted on the states in which they grow.

The children will exhibit also anything out of the ordinary which they possess. One little boy has a Chinese doll he is going to bring. Several cocoons have been preserved. The other day a little fellow gave me a grasshopper. Of course I pretended to be pleased with it and put it into a glass jar until the donor went home, when I freed the poor creature.

On the day of the event the pupils' work will be arranged tastefully on the walls and tables and the public, especially the parents, invited to inspect it. I do not approve of prizes but we are going to try this plan. A committee of five, either parents or friends of the school, will act as judges of the work. For the best writing, taking into consideration the age of the child, a quart of peanuts has been offered by an interested friend, home-made candy to the owner of the nicest looking arithmetic paper, some pop-corn for the best drawing, a box of saltines for the most correct letter, etc. It is intended that these refreshments shall be passed around, making a little feast for all. We are planning to have a short entertainment consisting of recitations, dialogs, songs, etc., but this feature will be minor to the exhibit.

Vermont.

CORA M. MARSH.

Supplementary Reading.

By ELIZABETH V. BROWN, Washington, D. C.

Just a word about supplementary reading! A helpful one, too.

Of course, I am talking of the *real* thing; of the reading matter which lives up to its name by actually *supplementing* the faithful, earnest work of the teacher.

Says Solomon: "Of the making of many books there is no end."

"Yea, verily!" devoutly echoes the weary teacher in search of profitable supplementary reading, particularly if nature work be her theme.

A glance at the contents of *almost* any reading book, reveals a miscellaneous collection of stories, narrating the every-day performance of Mary and John, interspersed with a few biographical sketches or anecdotes of more illustrious Marys and Johns of history; with here and there a lonely, isolated fragment relating to some phase of nature work.

All of which goes to show that the reading book, which shall meet the demands of the scientific crusade, now being waged so vigorously from one end of our land to the other, has yet to be made.

But in the meantime?

It is imperative that the child be supplied with reading matter which shall not only impress what he has learned for himself, and enlarge his vocabulary, but which shall also extend his knowledge and give him some ideas of literary form and style which shall, unconsciously perhaps, influence his own composition.

Above all, such reading matter must be interesting.

How shall the teacher meet the demands of these little Oliver Twists who continually demand "more."

By taking the children to the same sources from which the teacher himself derives his inspiration and interest, if not his first hand information.

Try it, teachers! You will not find it difficult to adapt the most interesting chapters of John Burroughs, Olive Thorne Miller, Arabella Buckley, Torrey, Kingsley, Gibson, Ernest Ingersoll, and of many other chroniclers of the mysteries and beauties of Mother Nature's realms, to the needs of your classes.

Why not give your children *the best*? Matter which is beyond their power, in the original form, can be simply and readily made palatable when skilfully adapted by the teacher.

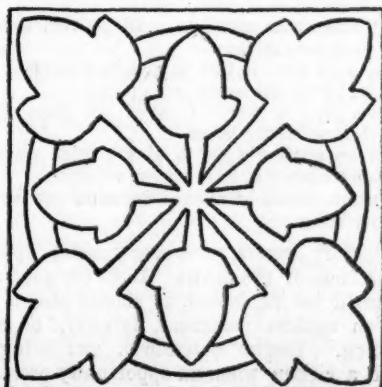
Or, should all these worthies fail to give you just what you want, *write your own stories*. It is not half so hard to do as you think at first. Again I say, "Try it."

Another source of help is your own paper, whether it be THE SCHOOL JOURNAL, The Institute, or Primary School.

Many excellent stories and sketches by experienced and gifted teachers appear in every number.

Multiply any or all of the sources of help, by your *hektograph* and you need never give another worried fragment of thought, to the paucity of supplementary reading which supplements in the true sense of the word.

If supplementary readers are furnished you, use them gladly. Young America is frequently omniverous where reading is concerned. It is impossible to estimate the



See article on "Wood Carving" on page 468.

amount of reading done yearly in even the lowest primary grade of the schools of Washington.

Three regular reading books are furnished the first grade, but by means of the hektograph the allotted quota of books is more than doubled in many schools.

Each teacher makes much of her own supplementary reading, adapted to the special needs of her own school and subject.

Suggestions for History Lessons.

Preparation by Teacher.

No teacher can hope to give a good history lesson if he has not previously prepared for it. The teacher ought to have collected besides much additional information which has any bearing on the subject-matter of the lesson.

Subject-Matter.

Names of presidents, wars, battles, and dates, are well enough in their proper places, but they should not be allowed to monopolize the time. Special reference should be made to the social condition of the people, their customs, manners, dress, inventions, and discoveries.

Biography.

The lives of great men are always interesting to children, and can be made an important part of history. They also form a good means for moral training. The chief events in historical epochs are often more easily taught when taken in the biographies of the leading men of the time.

Dates.

Long lists of dates and events serve no purpose but to burden the memory. Teach *few dates* and then group the events round these. Always connect a date with the event. Many teachers find it hard work to get pupils to remember dates. The best remedy for this is to get the boys interested in the event and then there will be no difficulty in getting them to remember the date. Mark only the most necessary dates. Remember: *Few dates—very few!*

Maps and Illustrations.

These are very useful and always awaken interest. Encourage pupils to bring cuttings from newspapers and periodicals which have a bearing on the history lessons. Rapidly drawn sketches on the blackboard are very useful during history lessons.

Maps are absolutely necessary, and geography should always be connected with history, where possible.

Text-Books.

Books are useful for revising a lesson which has been previously given, but even then must be read under superintendence of the teacher who should be always ready to give detailed explanation of this or that event which may not be quite plain to some pupils.

Summary on Blackboard.

This should contain a brief outline of the lesson, with the chief events and their dates.

Recapitulation.

The following are some good ways of revising a history lesson:—

1. The teacher asks questions. All answers to be given in form of a complete sentence.
2. Allow each pupil in turn to give in a sentence something he has learned from the lesson just given.
3. Allow a pupil to come in front of the class and question the other children on the lesson.
4. Allow one or two pupils to give a brief resume of the lesson—each sentence to be in proper sequence.
5. The pupils should be allowed to write out the subject of their history lesson.

In all history lessons, whenever possible, appeal to the nobler instincts of the pupils. Love for good and brave deeds should be inculcated, as should also a righteous indignation against meanness, tyranny, or any other wrong-doing. Inspire patriotism, and bring out the duties of a citizen when an opportunity presents itself.

Thanksgiving Drill.

By IMOGEN A. STOREY, Tennessee.

An equal number of boys and girls is needed for this drill. They should wear costumes made in Puritan style. These can be all of one color with white collars, cuffs and fischus or the boys can be dressed in one color and the girls in another. Each child should carry a tin spoon, or a wooden one covered with tinfoil.

At the rear of the stage should be constructed an old-fashioned fireplace and mantel shelf, and a pot, as in days of old, should swing from the crane. In one corner grandma's spinning-wheel will add greatly to the realism, and the clock should occupy its accustomed place. The scene should represent as nearly as possible that of a New England kitchen at Thanksgiving time. Of course pumpkins and apples must not be left out.

The floor is to be laid off as shown in diagrams, to prevent mistakes in marching and floor positions.

The smaller the children, the better, as long as they are able to do what is required of them, without too many mistakes.

The children enter from the rear on each side of the fireplace as shown in diagram A, the boys on the right and girls on the left and follow lines R and L with this fancy step.

Advance inside foot straight forward and touch the toe to the floor (both knees straight), first count; swing inside arm overhead, outside arm out at side (both elbows bent), second count; arms down at side, third count; advance the foot a little more and place on floor, changing weight to it, fourth count.

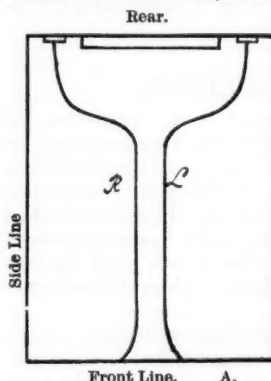
Advance outside foot straight forward and touch the toe to the floor, first count; swing outside arm overhead and inside arm at side, second count; arms down at side, third count; advance the foot a little more and place on floor changing weight to it, fourth count.

Continue this step, following the lines R and L as shown in (A).

When the leaders reach the side lines, the command "Forward—March!" is given. Arms are brought down at side and all start marching simultaneously. Corners should be turned very sharply as shown by diagrams.

On reaching the rear, they turn again and come down the lines R and L in (B) repeating the fancy step.

When they reach cross lines, they resume the march



and the arms are brought to upward bend position; the first couple turns and crosses over to the left, the next crosses to the right, the rest following in the same manner, thus forming two double lines.

When the first two couples have crossed over, the command "Arms upward—stretch!" is given, which is executed only by the boys who have crossed, first count; (this is done while either the right or left foot is in advance in marching).

Boys bring arms to upward bend position and girls extend arms straight overhead, second count. Each couple begins this see-saw movement after crossing over, and continue it following the curved lines R and L in (B), turning on dotted lines as shown by arrows in (B).

On reaching the lines R and L, they turn on dotted lines (by fours) changing to the fancy step and fall into single file on front line, turning right and left on this line. When the leaders reach ends of the front line, the command, "Company—Halt!" is given which they execute together.

The command to halt is given as either foot comes to the floor and the rear foot is brought up to it. The music ceases when the halt has been executed and arms are brought down at sides. Each child should keep out an arm's length from the one in front in marching and halting.

A signal is now given for the boys to change their spoons so the handle end, instead of the bowl end, will be in right hand.

Let go with the right hand and turn the left hand over so that the fingers are up. Now grasp with the right hand where the left is and move the left up to where the right was.

It will be a good idea to mark the places where the grasp is taken on each spoon to prevent cramped positions from having the hands too near together.

All recite the following lines:

We are little Puritan maids and men,
This Thanksgiving have come to spend
In the country with our grandma,
And eat Thanksgiving dinner with her.
She's cooked all kinds of things to eat,
Turkey, pies and many sweets,
We helped her all we possibly could,
So we know the dinner will be good.

A signal is now given and the girls charge straight forward with the right foot, first signal; straighten the forward knee and bring the rear foot beside the forward one, second signal. The distance of this charge is shown by dotted front line in (B).

The girls on the right now recite the following lines with gestures:

We peeled the apples and cut 'em in slices,
Seeded the raisins and beat up the spices.

(Imitate beating the spices with the spoon.)

The girls on the left recite:

We churned the butter and that isn't all.

(Here they imitate churning with the spoon.)

For we patted it out in a hard round ball.

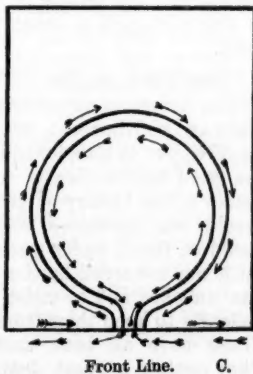
Girls all together:

We wiped the dishes and swept the floor

(Imitate sweeping with the spoon.)

And really can't tell how much more.

We helped with the dinner all we could



I know it'll taste nice, for it smells so good.

(Imitate tasting as shown in Fig. 2, on preceding page, and before the word "smells" draw in a big breath as if smelling a pleasant aroma.)

Signals are now given for the girls to take short steps backward. The short steps will bring them back on the line with the boys.

Short steps back with right foot, first signal; bring forward boot back to rear foot, second signal. Same with left foot, third and fourth signals. The boys charge straight forward now with two signals and recite with gestures.

(Boys on left.)

We did all to help we really could,
We made the fire and chopped the wood.

(Imitate chopping.)

(Boys on right.)

We brought the water and it's icy cold,
Which we drew with a windlass as of old.

(Here they imitate drawing with a windlass.)

(Boys all together.)

We shoveled the snow away from the door,
(Imitate shoveling snow with their spoon.)

And really can't tell how much more.

We helped with the dinner all we could,
And know it'll be nice, for it smells so good.

(Boys step back into line same as girls did.)

(All repeat with gestures.)

We have made ourselves tidy, you see,

And are all dressed up for company.

(They show their clothes.)

When grandma rings the bell for us,

(Imitate ringing bell.)

We'll go into dinner without any fuss.

We like to have them come if they would,

We know it'll taste nice, for it smells so good.

A signal is now given and they turn so that those on the right face left and *vice versa*; thus bringing the center couple facing each other. The spoon is placed across the shoulder as a soldier carries his gun and with the common skip step familiar to all children, they follow the lines in the circle in (C) going in opposite directions, as shown by arrows in (C). When those on the left side of front line skip around and reach the end of the front line on the right and those on the right in the same manner have reached the end on the left, they turn on side lines and on reaching the dotted lines shown in (B), the bell behind the scene rings and the skip step is changed to a march on tiptoe and the little Puritans go very demurely out to their Thanksgiving dinner on lines R and L in (B). The music is changed and is very soft and slow.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING NOVEMBER 10, 1900.

Magazine Child Study.

For some years the various magazines, illustrated and otherwise, have given considerable attention to child study and child training. This is laudable, encouraging, and a great satisfaction to the friends of educational advancement. It cannot, of course, be expected that every magazine editor should possess or command expert judgment and thus be able to present real contributions to educational literature. This is to be regretted, and debited to the limitations of human endeavor. There are many superintendents and principals of schools who are just as much lacking in professional information, perspective, and spirit, and who are quite satisfied with the average educational articles in general magazines, considering it unnecessary to consult and support a periodical edited by specialists in their own field of labor with a single eye to real healthy and steady progress. This is discouraging to all who are struggling to raise teaching to the dignity of a special profession.

The Ladies' Home Journal's Quixotic advice concerning remedies for the excessive home work of school children is a sample of the judgment of the average editor in matters affecting the schools. Quite a list of articles selected from standard magazines might be given, not one of which could stand the test of pedagogical analysis. Sometimes a really good article is marred by a statement or a paragraph betraying blindness to educational facts or ignorance of child psychology.

To what lengths writers in general magazines may sometimes go in unsophisticated distortion and the ignoring of educational and psychological fact is more than strikingly illustrated in an article on "The Humor of Children" in one of the November magazines. A headline states that it contains "some amusing remarks of bright tots, recorded by an observing woman." "As the author's first name is Clara, the reader might perhaps have guessed that it *was* written by a woman. There are probably not more than two or three of the "remarks of bright tots" that are genuine and unadulterated children's statements. A few there may be that were genuine at one time, but are worded and garbled out of all semblance to childlikeness. Quite a number are old friends that were composed by "bright tots" of an older growth, most of whom long since disappeared in the darkness of the past. The writer's originality has also asserted itself, and this "bright tot" is probably responsible for some of the excruciatingly funny "remarks" of which the following is a sample, "ladled forth from my treasury."

"Ma," said Bobbie, "is pa dangerously sick?" "No, Bobbie, only a little sick, that's all." "Well, Willie Wattles was braggin' 'round school to-day that his pa was dangerously sick. Don't you think, ma, that my pa will be dangerously sick, too?"

Of course this is not a fair example of the "educational" contributions to high-class magazines. Nevertheless it serves the purpose as a specimen of lack of judgment where expert knowledge of children is con-

cerned. Superficial, funny, or ludicrous statements can be made with a solemnity that takes the editor off his guard and makes him feel that he has found a really fine educational contribution, never guessing that the nutmeg is only wood after all.

State-Made Books.

The trials of a state engaged in the school-book publication business are time and again brought to public notice. And yet the advocates of state-made text-books are not losing faith in their folly. There are only a few of them left, to be sure, but these few seem to be forever succeeding in getting the ears of legislators, if only as a suggestion for "strike" legislation.

California has on hand a manuscript for a grammar school history of the United States on which thus far about three thousand five hundred have been expended. And now the state board of education has been compelled to vote unanimously for the abandonment of the manuscript, as dull and dry and having scarcely an interesting page from first to last. It seems that the board voted in 1894 to employ a Mr. Keyes to prepare the history in accordance with a plan submitted, and to pay him five hundred dollars down and further installments of five hundred each until four thousand dollars had been expended. The work was so obviously worthless that the board wanted to withdraw from its agreement two years later, but the Governor was of the opinion that the board was bound by its contract.

President Wheeler, of the university of California, has suggested that in his opinion the constitution of the state does not intend to limit the board to local authors in preparing state text-books. He believes the board could have existing books adapted for use in the schools of California, and could purchase the copyright and obtain manuscript or plates from the publishers. All this is well enough as a makeshift. But it does not go to the root of things. California ought to abandon its publishing business and empower the state board of education to recommend text-books as other states are doing.

Insurance for Child Lives.

Arguing against the proposed discontinuance of medical inspection in the Chicago schools, a report by the city health department calls attention to the fact that thousands of children have been protected against disease and that the money spent by the board of school trustees in this work is the cheapest life insurance on record. In a single week this last month the inspectors examined 2,521 pupils who showed symptoms of illness. Of these 184 were found to be suffering from contagious or infectious diseases and were excluded from school attendance. The annual expense of medical supervision of 300,000 pupils is about \$20,000 or fifteen cents per child.

Unearthing of the Temple Library at Nippur.

The American expedition under the direction of Prof. Herman V. Hilprecht, which has been excavating the ancient Nippur, in Babylonia, has completed its unearthing of the great temple library—a discovery which will be memorable in the history of archaeological search. Dr. Hilprecht was convinced twelve years ago that the library would be found under a certain group of mounds and his faith was rewarded by the discovery of thousands of tablets unbaked and so moist that it was a matter of great difficulty to keep them from disintegrating when exposed. These have all been carefully collected and studied. They contain a great deal of very elementary chronol-

ogy and mathematics, and some writings that rise to the dignity of literature. There is abundant evidence that they were compiled over 4,000 years ago, and that the library in which they were contained was a ruin at the time of Abraham.

The Choice of a School Board.

Pres. Eliot's speech at the Schoolmasters' Club of Boston, Oct. 28, disappointed those who looked for some announcement of his position in national politics, but it left no doubt as to his standing regarding the election of school committee-men. He came out flat-footed for a smaller and a better school board. Even if the size of the school committee cannot be immediately reduced, there ought to be a full publication of the previous educational training of every candidate for the committee. The people ought to know what sort of schooling and other educational experience each committee-man has had. Another thing which should be published in every campaign is the amount of tax paid by each candidate. While there should be no discrimination against a man for reasons of poverty it must be well understood that the position of school committee-man is a point of especial danger. He is called upon to sacrifice to the public business a great deal of valuable time and, if a poor man, will frequently be subjected to temptations of an insidious and demoralizing character. President Eliot would not let poverty bar a man out—far from it; but he would insist that the character and record of every poor candidate be the object of an especially searching investigation.

The Population of China.

So much has been said about the teeming millions of China and their danger to occidental civilization that a conservative estimate of the population of the country comes with something of a shock. Mr. J. R. Coryell, who has lived for years in China, expresses the belief that the number of people in the empire instead of being in excess of 400,000,000, as generally stated in the geographies, will prove to be less than 200,000,000. He instances the case of Peking which used to be set down as a city of 4,000,000 inhabitants. It is now customary to assign it to the one-million class. Yet as it actually covers an area of only fifteen square miles and the houses are by law restricted to one story in height, it is hard to see how even the more moderate estimate is tenable. The probabilities are that if the census enumerators are ever given a chance at the Chinese capital they will discover it to be a city of about the size of St. Louis or Boston. In the country districts, too, the density of the population has been much over-estimated. There is a great congestion wherever the land is fertile, but there are also enormous tracts of practically uninhabited territory. China is a large empire but it is not populous enough to justify the numerous poems and magazine articles that have the "yellow terror" for their motif.

The Association of the Parents and Guardians of the Franklin school, Newark, has for two years been doing excellent work for the advancement of harmony of purpose among the parents, teachers, and children. The results of this co-operation have been unusually satisfactory. THE SCHOOL JOURNAL will in the near future give a description of the plan as elaborated and carried on under the leadership of Mr. A. G. Balcom, the principal of the school.

From an educational standpoint the public addresses of the archbishop of Canterbury are very disappointing, in spite of the fact that he assures his hearers, time and again, that he was himself an inspector of schools at one time. The educational periodicals of Great Britain and the colonies have our sympathy. They feel, of course, that they must give space to the public utterances of that great dignitary, but it would seem that their readers would be satisfied, by this time, that they might well get on without these reports.

A boy was lately arrested in Poughkeepsie on his way to the "wild West." He had a new hunter's outfit consisting of a revolver and bowie knife, with belt and a box of cartridges, and was otherwise prepared to slaughter Indians and bears. In his pocket was a dime novel styled "The Boy Scout of the Susquehanna." He gave the name of the public school in New York he had attended.

It is a serious question how to make the power to read eventuate for good in all cases. Ability to read only is of little consequence; how many of the human race have acted well their parts and yet could not read. The incident above arouses a thought we should like the N. E. A. to wrestle with at its annual meeting.

The number of women in the University of Michigan during the college year 1899-1900 was 714. This is forty more than in the preceding year. The ratio of men to women in the university remains as it has been for several years, about five to one; in the literary department, however, the women are forty-seven per cent. of the students.

The manufacturers of food products are said to be among the most zealous applicants for space at the Buffalo exposition. The exhibit of foods and their accessories will occupy about twenty-five per cent. of the Manufacturers and Liberal Arts building and will therefore be one of the most conspicuous features of the exposition. The interest in matters of diet has never before been so keen as now. People are waking up to the fact that injudicious eating is the cause of almost as much misery as is hard drinking. Domestic science is rapidly taking its place with the other sciences and the study of housekeeping is assuming new dignity.

The latest city to introduce the school savings bank system is Denver, where experiments have been started in a single school with the sanction of Supt. Charles E. Chadsey. The deposits on the first day amounted to \$81.12. There are now about 550 schools in the country which have savings banks. The largest deposits anywhere reported are still at Long Island City where the pupils have deposited more than \$37,000 in six years.

The export trade of the United States has reached unprecedented figures. It now amounts to an average of more than \$1,000,000 a day for the entire year, counting holidays and Sundays.

The navigation interests of the Mississippi valley are undergoing a great expansion. A recent experiment was the launching of the first river whaleback steamer at St. Louis. This type of vessel has been so remarkably successful on the great lakes that its usefulness on the river seems likely to be considerable. The new steamer, named the MacDougall, made so satisfactory a trial trip that the company which built it has placed orders for several others of the same type.

Plans are already well in hand for Yale's bicentennial which will be celebrated October 20, 1901. Subscriptions amounting to \$653,474 have been received; it is hoped to raise about \$1,000,000, most of which will go toward new buildings and equipment for the university. Monographs by instructors on various features of Yale history are preparing and will be published next spring. Arrangements have been made for an art exhibition and for several orchestral concerts by the Boston Symphony orchestra.

A new idea in some Western towns is the "rest-room" for the benefit of farmers' wives who are in town shopping. At these rooms light refreshments are served at a nominal rate and all the comforts of a club-room are afforded. In most cases the local merchants' association supports the room, believing that it will encourage trade.

Ex-mayor William L. Strong, of New York, died Nov. 2. He was one of the best of the great merchant princes of the

country, a man worthy to be ranked with A. T. Stewart and Peter Cooper. He was an earnest worker in New York charitable associations and a generous contributor to their funds. As reform mayor of New York he came into national prominence.

Mr. E. P. Powell.

The series of articles on "Evolution and Education," by Rev. E. P. Powell, published in the current volume of THE SCHOOL JOURNAL, have been very favorably received by thoughtful educators. One well-known superintendent writes, "Not since you published your great series of 'Educational Creeds' has anything appealed to me so deeply as Mr. Powell's articles. They are gold." Another prominent educator says, "I want to congratulate you on always getting the best. Of all the good things THE SCHOOL JOURNAL has given us lately, the articles by Mr. Powell head the list. I am going to call attention to them in my lectures." A brief biographical sketch of the author may be of interest.

Mr. E. P. Powell was born in Clinton, N. Y., in 1833; was graduated from Hamilton college in 1853; pastor of Plymouth church, Adrian, Mich., from 1861 to 1871; pastor of Second Congregationalist church at St. Louis from 1871 to 1874; and from St. Louis he went to Chicago as pastor of the Third Unitarian. In 1877 he retired to his old home in Clinton to write "Our Heredity from God," which was published by D. Appleton & Company in 1886. Meanwhile he spoke in the Utica city opera house to an independent religious society. While in St. Louis he became associate editor of the *Democrat*, afterwards of the *Globe-Democrat*. His association with this paper as editorial writer or literary correspondent is still retained.

In 1889 he published a volume of discourses entitled "Liberty and Life," from the press of Charles H. Kerr & Company, of Chicago. In 1898 the Putnams published his "History of Nullification and Secession in the United States," a work now in considerable use in colleges and universities. "Our Heredity from God" was translated into German and published in Berlin. It has reached its fifth American edition.

In St. Louis Mr. Powell was successor of Hon. and Rev. John Montith, who had been appointed state superintendent of public instruction. He was kept busy addressing schools and school conventions, his attention being thus called more closely to the school problems. As editor he aided in getting natural sciences grafted onto the school system of St. Louis; and in securing for the first time in the United States public school kindergartens.

Mr. Powell is at present editorial writer for the *Independent*, and is closely associated with other journals. He is one of the vice-presidents of the Congress of Religions, whose annual sessions perpetuate the spirit of the Parliament of Religions of 1893. He is a member of the American Historical Society, of the Chicago Academy of Sciences, of the American Horticultural Association, and other public bodies. He was a member of the Arbitration Congress that met in Washington in 1896. Mr. Powell's studies in evolution have been peculiarly illuminative of the subject of education. His papers illustrative of this topic will be supplemented by a second series.



E. P. Powell.

Letters.

Present Status of Boston School Board Affairs.

The recent address given by Mrs. Emily Fifield before a company of earnest-minded women of Boston was full of suggestion and interest to the educational world at large. Mrs. Fifield is a veteran school committee member, having served upon the Boston board for sixteen years.

Public attention has been called of late to the fact that Boston is afflicted with a costly and incompetent educational department, and that as a whole the class of men who are elected to the administration of its educational affairs in recent years are in marked contrast to those who built up the fine public school system of Massachusetts and made it a model for the nation.

When Mrs. Fifield became a member of the Boston school committee in 1884, the names of the men then officiating were synonymous of probity, intelligence, and administrative ability. To-day thru the effect, it is claimed, of partisan politics the members are selected by Boston voters not usually because they possess any knowledge of the science of education or have ability for administration, but because they are available and have friends who can give them a shrewd political backing. The result has been that Boston has seen its valuable superintendent of schools and one of its esteemed and faithful supervisors, put in danger of dismissal in the interests of inferior persons. Another popular supervisor, of when it is said that he has no superior in Boston for wisdom and experience in school matters has been placed in the humiliating position of being summarily dropped and only just reinstated because an indignant public demanded it. The public hears of waste, of deals, of patronage.

In a recent able pamphlet prepared by Mr. Geo. Pellew, of the Boston bar, the importance of the work of the school committee is depicted in strong and graphic terms. "If properly performed, the duties of the school committees are inferior to none in the service of the commonwealth," he says. "Instead of being an unimportant officer, a member of a school committee holds the life of the community in his hands. He wields the mightiest instrument ever forged by the fates for promoting the welfare or insuring the degradation of a people, the education of the children. He is a prophet greater than Joshua, for he can stay the sun of civilization in his course. He is a magician wiser than Circe, for he can turn at his pleasure swine into men, and children into swine. He can pour poison or the elixir of life into the wells that quench the intellectual thirst of the people. He can make the citizens of the future accept the worse as the better reason without fear of the death penalty decreed by the wiser Athenians."

"Is this an office for an inferior person?" Are such powers insignificant!" he queries. "The committees, it is true, do not act upon the children directly, but it is the captain who guides the ship and not the helmsman under his orders; and it is the men who select the books that the children study who instruct the children, and it is the men who choose the teachers who really do the teaching.

Mrs. Fifield accounts in a measure for the present animus of the Boston school board by the pressure of industrial conditions. "Everybody is seeking a living," she declared. "The man who can help you or your daughter to a job is the one you'll vote for. Consequently, the school committee man cannot fill the position solely on the basis of ability." Concerning the candidate who gets her position in the schools under these conditions it appears that it is not asked whether she has the thoro knowledge of the child which is essential to the wise development of character; whether she can engage the interest of a child; modify its faults by exciting virtues rather than by punishment; lead the child to think for itself and to think correctly; to distinguish between wilful

stupidity and incapacity and ill health; between deceit and the play of the imagination. Not at all. The simple query is, what political influence have you?

Altho the merit system has been adopted in Boston, it has a peculiar and nullifying condition by which the superintendent's list of nominees made up from a roll of "civil service" candidates has to be approved by the division committee of the school board.

The school committee of Boston, it is pertinent to note, consists of twenty-four members of which two are women. They serve for three years, eight being elected each year. They divide themselves into no less than twenty-six committees to whom are assigned the details of management, of courses of study and text-books, drawing, evening schools, hygiene, physical training, truancy, etc. In addition to these are eleven other committees which direct the normal school, the eleven high schools, and the primary and grammar schools in the ninety-five school divisions of the city. The school board in a committee of the whole elects a superintendent of schools, six supervisors, of whom one is usually a woman, and a school agent who looks after repairs.

The point of deterioration, it is claimed, dates from the transference of the expenditure of school funds from the city government to the school committee, a change which was made by the legislature in 1895, with a view to remove the continual friction and dissatisfaction existing between the two bodies, and to secure wise and honest administration of the funds. But, unfortunately, with the opportunity for handling millions of dollars, there have been attracted to the school board men who were not interested in the school administration, but were interested in the spending of money.

Various remedies for present conditions are proposed. Naturally, as Mrs. Fifield suggests, the only possible thing is a first-class school committee. To take the control of educational matters out of politics, if that could be done, would involve taking it out of the hands of the people where it rightfully belongs. It is proposed by some to abolish the present system and place the entire school department under the direction of the mayor. Still another solution is suggested by placing the power of expenditure for school-houses in the hands of a board of commissioners appointed by the mayor and paid by the city. The last plan, it is suggested, would leave the school board free from baser and weaker members and open to the advent of a desirable class of administrators. To obtain members of undoubted probity and public spirit is conceded, however, to be the prime question. Eight are to be elected next December at the polls.

It is a suggestive fact in connection with the educational problem in Boston that the duty of women in regard to the election of proper officials to conduct school affairs is being urgently put forward and emphasized. Whether they think little of partial suffrage or shirk responsibility it is wisely held that they need the education suffrage might bring them. If all women who could, would qualify themselves to vote at school elections, and would actually vote even at the cost of some personal inconvenience, it is easy to conceive that they would, instead of becoming themselves partisans and politicians, rescue at once and forever the public school system of Massachusetts from the contaminating influence of party politics.

A recent writer does not hesitate to declare that the indifference of the women of Boston in regard to their responsibility for Boston school children well deserves rebuke. It is a question that lies completely within woman's sphere. In 1888, when the question of teaching history in the schools aroused considerable interest, 19,000 women voted. Gradually the numbers diminished to 5,201 in 1898. In 1899 the evil results of the patronage system were so manifest, and the scandal regarding the building of the new normal school was so notorious, that a decided rise was felt in the women's vote which reached 7,090.

The Public School Association, the Independent Women Voters' League, the Woman's Suffrage Association are all alive and actively canvassing the city that women may be induced to register and vote at the coming election. Altho we may not agree that the responsibility rests so largely on women, or that the school election should be viewed in the light of a purely feminine function, the movement is undoubtedly in the right direction.

One great advantage which Boston women have in the school election, as Mrs. Fifield points out, is in not having full suffrage. They are consequently not counted with either of the great parties and are free to vote for the best candidates.

It is probably true, as Mrs. Fifield declares, that Boston is not much worse off than a great many other places. But without doubt the conditions which are giving it such an unenviable notoriety will be eliminated under the pressure of an aroused public sentiment.

Boston.

JANE A. STEWART.

The Distinguishing Mark.

As the century began, the fearful revolution, already in full force in France, had involved all Europe in a war which lasted until Waterloo. The effects of that revolution were felt in America; all the dependencies of Spain, beginning with Buenos Ayres and ending with Mexico, became independent, followed by Brazil in 1822. The effort of Greece, after a seven years' struggle, culminated in the battle of Navarino and she was free from Turkey. Italy became a complete kingdom. The German states took Prussia for their center instead of Austria and the German Empire was formed.

But the great characteristic of the century consists in the vast scientific discoveries that have been made—they are mainly of applications of the forces of nature to the service of mankind.

1. The wave theory of light.
2. The nebular hypothesis.
3. The analysis of the spectrum.
4. The atomic theory in chemistry.
5. The molecular composition of gas.
6. The conservation of energy.
7. The cell theory of organism.
8. Lamarck's discoveries in plant and animal development.
9. Darwin's study of the origin of species.
10. The doctrine of evolution.
11. The geological story of the earth's history.
12. The use of anæsthetics and antiseptics.
13. Scientific sanitation and hygiene.
14. Friction matches.
15. The Argand burner.
16. Illuminating gas.
17. Petroleum production and refinement.
18. Steamboat navigation.
19. Railway locomotion.
20. Electricity by magnetism.
21. Communication by electricity.
22. Submarine cables.
23. Communication by telephone.
24. Electric lighting and locomotion.
25. Daguerreotypes and photography.

Indiana.

R. C.

"Your parlor is not so pretty as ours, Grandma," said Nettie. "Now, Nettie, you must not turn up your nose at my parlor; when I get a new carpet and have some new paper on the walls, it will look very different."

After the improvements grandma asked Nettie how the parlor suited her now. "Well," she said, "It looks better, but I must hold my nose down."

Massachusetts.

IDA H. ADAMS.

The Educational Outlook.

National Education Report.

Commissioner of Education W. T. Harris has submitted his annual report to the secretary of the interior. Besides the customary statistics concerning the states, he has special chapters on education in Alaska, the Philippines, Hawaii, Cuba, and Porto Rico.

In Alaska there are twenty-five schools with twenty-nine teachers and an enrollment of 1,723 pupils. This exclusive of the Indian schools for which special provisions are made. The Russo Greek churches in southwestern Alaska are co-operating with the public schools and closing up their old parochial schools.

The chapter on the Philippines gives valuable information regarding the condition precedent to Mr. Atkinson's election as superintendent of public instruction. It is stated that elementary schools existed in the islands long before the arrival of the Spaniards; the Indians at that time used their own alphabets and languages as a medium of instruction. Under Spanish law it was provided that there must be two schools—one for boys and one for girls—in each village of 500 or more inhabitants, in which reading, writing, Christian doctrine, arithmetic, grammar, geography, history, and Spanish should be taught. In 1890 there were 1016 schools for boys and 592 for girls in the archipelago, with an attendance of 98,761 boys and 78,352 girls. These were public schools; the number of private schools was not given. Secondary education was provided for by sixty-nine academies in the principal cities, whose business it was to fit pupils for the university of St. Thomas in Manila. There were also reported a normal school, a nautical school, a manual training school, a school of painting, engraving, and sculpture, agricultural experiment schools and advanced schools for girls.

Present problems of education in Cuba are discussed at some length and an interesting treatment of the subject of illiteracy in Porto Rico follows. In 1898-9 only 19,804 boys and 9,368 girls were enrolled, leaving 268,630 children without school facilities.

The regular school statistics of the United States show that there were 16,738,362 pupils enrolled in private and public schools. This is about 20.5 per cent. of the total population. The expenditures for educational purposes, excluding payment of bonds, was \$197,281,603, or \$2.67 per capita of population. The largest per capita expenditure was in Massachusetts, \$5.07; the smallest in Alabama, \$0.46. The number of city school systems is 632 with a total enrollment of 3,920,467 and an average daily attendance of 2,931,679.

The Regents' Report.

Hereafter high school principals will not be required to report students not members of their schools who fail at regents' examinations. The change is made at the request of many principals.

A great deal is being done in the direction of home education. During October fifty-nine study clubs have received traveling libraries bearing upon special subjects, eighteen schools have had libraries for class-room work and for reference, and twenty-three collections for general reading have been sent to small libraries and communities without a library. Libraries have also been placed in an orphan asylum, an industrial school, a hospital, and in four philanthropic or club organizations connected with churches. A great and growing interest in agricultural problems is evinced by the numerous inquiries and applications for books in that line.

Pictures are now lent for the academic year, rather than for half the year as formerly. The fee has been fixed at \$1 for each picture, the state paying for the cost of transportation both ways. During October ninety-five wall pictures were sent to fourteen schools and two libraries, 1166 lantern slides to seven schools and five clubs, and 545 photographs to four schools and two clubs.

Providence Text-Book Trouble Settled.

PROVIDENCE, R. I.—The school committee has received a communication from its executive committee and president acknowledging that the substitution of Wentworth's algebra for Wells' was unauthorized and arose from a misunderstanding. The executive committee had no intention of making possible the supplanting of a regular text-book by a supplementary text-book.

Meantime it is understood that Mr. Stephen O. Edwards, the committee member who has been making things lively in Providence, is nearing the close of his term and will probably not be re-elected on account of a change in ward lines. He has been in office three years and has distinguished himself by his attacks upon the business methods of the committee.

Salaries Raised in Syracuse.

SYRACUSE, N. Y.—The board of education has amended its original estimate of \$469,638, increasing the aggregation to nearly \$475,000. This increase was rendered necessary by a decision to accede in part to the petition of the grammar school principals for better salaries. The principals' position

at present pays only \$1,600. An increase of twenty-five per cent., was asked for, but this seemed to the board to be excessive and a compromise of 12 1-2 per cent. was agreed upon. The addition to the budget from this item is \$4,550.

Lectures on High School Work.

ITHACA, N. Y.—It is probable that no better course on high school work and administration has ever been given in America than that now running on Friday afternoons at Cornell. Bulletin No. 1, which has just been issued, gives a complete synopsis and bibliography of the twenty-five lectures extending from October 5 to May 24. Several of the strongest men in the state are included in the list of lecturers. They will cover practically the whole field of high school administration. Perhaps the most novel feature is the lecture on forestry as a high school study by Prof. John Gifford, of Cornell. This is certainly something new under the sun. Prof. Gifford would have forestry made one of the essential parts of the teaching of physical geography.



The exercise on page 468 is quite as appropriate for a Christmas entertainment as for Thanksgiving, it has been actually used with a class of children, and the directions can be easily carried out. Here is a photograph of one of Miss Storey's little friends showing one of the figures in the drill.

The Future of Girard College.

The funds by which Girard college is maintained are derived mainly from two sources: from the coal fields left by Mr. Girard in the central part of the state and from extensive real estate buildings in Philadelphia. It has of late become so evident that the coal deposits owned by the college will in the near future be exhausted that some alarm is felt among friends of the institution. Those who take a more optimistic view believe that if the Philadelphia real estate of the college is properly developed it can be made to yield an income far in excess of what it now yields. The trustees are already reclaiming by draining and pumping operations about fifty acres of marsh land in the suburbs of the city which has never been available for residence or manufacturing purposes.

Chicago Teachers as Tax Collectors.

The Chicago Teachers Federation leaders are in the fight to win. The state board of equalization cannot shake them off. Last week a commission was appointed to investigate the recent reductions in real estate valuations in the city. There is no doubt that the subject is one which should be attended to, but it is not the subject of the Federation's quest. The delinquent holders of personal property are to be called to the assessor's office if Misses Goggin and Haley have their way. They do not purpose being side tracked. Accordingly they have filed mandamus proceedings to compel the state board of equalization to place on the tax list the capital stock of the big quasi-public corporations. The petition is based on the contention that the equalizers have had sufficient time to perform their legal obligations if they really intended to do so and that evidence has been gathered which tends to show that the state board is attempting to substitute another and lesser issue for the original one.

The teachers do not intend to allow the purpose of their agitation to be ignored. They will fight it out on the same line if it takes all winter.

New England Notes.

Harvard university has met with a great loss in the death of Charles C. Everett, D. D., LL. D., for many years dean of the divinity school. He was in many ways a remarkable man, tho one of whom the public heard very little. He was eminently fitted to be a teacher of teachers. While always great as an instructor, his sweetness of disposition and careful balancing of relations especially fitted him for the leadership of a school such as the divinity school has latterly become, a place for general theological training. Dean Everett always aimed to be reasonable, just, and kindly to all men, and he carried the same spirit into the study of comparative religions. No wonder that at his funeral many sadly repeated, "We have lost our teacher."

At the meeting of the Boston Schoolmasters' club, Oct. 27, President Eliot, speaking upon "Some Perils of the Public Schools," sweepingly condemned school committees and pronounced them the most imminent perils of the schools." He stated that one of his friends had been making some investigations, and the results were surprising. In the large cities of Massachusetts the majority of the members of the school committees pay no tax, not even a poll tax, while that paid by the remainder is exceedingly small. Thus the schools have been committed to the legal care of persons of little responsibility. The remedy must be sought in a thoro reorganization of the committees; they must be made smaller, and then the best men and those most competent must be placed in them. There is food for thought in the personnel of most school boards.

CAMBRIDGE, MASS.—The new courses in landscape architecture at Harvard, have started with a good enrollment considering the fact that the profession is a new one, the possibilities of which have never been fully exploited. About fifteen students have registered thus far.

To Extend Free Lecture System.

The New England Education League has inaugurated a system of lectures radiating from Boston all over New England. Whatever subjects of current interest have an educational bearing will be utilized. Among the lecturers who have signaled their willingness to take part in the work are Pres. Butler, of Colby, Gov. Rollins, of New Hampshire, Prin. Beckwith, of the Salem normal school, Mr. E. H. Clement, Mrs. Abby Morton Diaz, Prof. Paul Hanus, Hon. F. A. Hill, Mrs. Ellen Richards, Prof. W. J. Rolfe and Mr. C. W. Ernst. All these lecturers will give their services.

Progress in Lynn Schools.

Lynn has long been proud of her schools, and well she may be, for few places show better results. The high school building is a model of excellence, and accommodates two independent schools, the classical high and the English high. Each has a floor to itself, with every facility for good work. The manual training department has a fine shop and good facilities in an old building across the street.

Prin. Fred P. Batchelder, of the Ingalls grammar school, is to be congratulated on the fine marching of his pupils. At the close of each session the boys and girls march out in columns, four abreast, all carefully keeping step and led by drums and triangles. They form as they leave their rooms, march in a natural step until they reach the head of the stairs, when the leading lines mark time until the distance between them and the rear is shortened about one-half, when they all move down the stairs keeping their ranks to the outer gate. The orderly appearance is pleasing and the young people enjoy the marching very much.

The city has just lost one of its promising teachers, Prin. Bernard W. Owen, of the Tracey grammar school. He was a native of Portsmouth, N. H., a graduate of Brown, class of '83, and had taught at Hope, R. I., and Caribou, Maine. He had been in Lynn a little more than a year.

Teachers' Retirement Fund Popular.

BOSTON, MASS.—There are about 1950 regular school teachers in Boston. Of these about 1080 have given notice that they want to get the benefits of the teachers' retirement fund which was established by act of last year's legislature. They will receive, as a result of joining the association, three dollars less salary every month. This means that the fund starts November 1 with something over \$3,000 to its credit. It will grow rapidly for a time since the law specifies that annuities are not to begin until teachers have contributed a sum equal to all the assessments for thirty years.

In Medford Schools.

Medford is a fine young city, a late rapid growth from an old town famous even in colonial days. The present high school has been occupied for about four years. It is a good building and convenient. Principal Dame has entered upon his twenty-fifth year of service. He has recently devised a simple and convenient method of keeping the scholarship records of pupils. A large card is provided with spaces on one side for each of the four years of the course, lined for the studies. At the top is the pupil's name, his age, his father's name, and his home address. In each year are written the names of the teachers to whom he recites. Satisfactory work is left blank; unsatisfactory is designated each quarter by a

letter which corresponds with the degree of dissatisfaction, while absolute failure involving condition is in red. On the other side is a conduct record, only misdemeanors being entered, the blank meaning perfect. These cards are kept by classes in a suitable box and are handled like the cards of a library catalog. The school numbered a little over one hundred when Mr. Dame became principal; there are now more than five hundred pupils.

The Brooks grammar school, at West Medford, is another building of which the city may well be proud. Prin. L. F. Hobbes is also a veteran, having been in the school more than twenty-five years. He has introduced the departmental plan in his upper classes, the teachers going from room to room and teaching a single branch. He reports the plan as working well.

Praise for Mechanics Arts School.

SPRINGFIELD, MASS.—A committee of the school board has made a careful study of the Mechanics Arts high school and found that it is doing a work of inestimable value. Its usefulness is, however, reduced by its inaccessible location and its overcrowded building. The committee recommends that a new building be erected which shall be large enough to accommodate the manual training department, a department in domestic science and industrial art for girls, and the entire commercial department now in the central high school.

Miss Laura A. Boice has been chosen principal of the East Union street school to take the place made vacant by the death of Miss Martin. Miss Boice was for several years principal of the city training school at Scranton, Pa., and later supervisor of primary instruction at Springfield, Mo. She comes well equipped for her new work.

Items from Philadelphia.

The third annual series of the free public lectures given by the faculty of the Northeast Manual Training school, began November 2, and will consist of one lecture each month thru April. The dates and the lectures are as follows: Nov. 2, F. W. Spiers, Ph.D., "How We Make a President." Dec. 7, L. L. Ford, "Measuring the Distance to the Sun." Jan. 18, L. Whitaker, "An Evening with Kipling." Feb. 15, J. W. Moyer, "How to Know the Common Trees." March 15, W. H. Obenatt, "The Building of a Ship."

Dr. John G. Wight, of the Girls' high school, New York, was recently the guest of honor at a reunion of the alumnae of the Girls' high school, Philadelphia. Dr. Wight was principal of the latter institution 1894-7, and is still held in affectionate remembrance.

Truant Teachers.

Truancy on the part of school teachers is a new development. It has recently come to the attention of school authorities that the privilege accorded all Philadelphia teachers of visiting schools other than their own is being very much abused. Some teachers will take a half day off, will visit a neighboring school for ten minutes and then enjoy an autumn outing. As a consequence all applications to visit schools will be denied until a plan has been devised to prevent misuse of the custom. It has been proposed that when an assistant teacher wishes to visit a school for observation purposes, she must make her request in writing thru the principal to the city superintendent, giving the name of the school to be visited and the character of the work to be observed. The superintendent will then notify the head of the school to be visited; the visitor must arrive at the same time with the teachers of that school and must remain thruout the session and during that period be under the control of the principal.

Gymnastics to be Added.

The German-American Central Bund has carried its point. A resolution recommending that scientific gymnastics be added to the curriculum of the elementary schools of Philadelphia has been adopted by the committee on revision of studies. The offer of the bund to furnish free of charge a director of physical training for a period of nine months was accepted. It is understood that fifteen minutes daily will be devoted to gymnastic exercises.

More School-Houses Finished.

Two more new buildings, the Benjamin B. Comegys school and the addition to the Belmont school, stand completed.

The Comegys school is a three-story brick building. It has twelve class-rooms with adjoining cloak-rooms and book closets. The ceilings are all of steel construction and the building is heated and ventilated by the gravity system. On account of the inadequacy of the city's appropriation several features of the modern school-house had to be omitted, including tower fire-escapes which are supplanted by the ordinary open iron-work escapes. The furniture is being installed and the school will be in operation by November 15.

The Belmont addition contains six class-rooms. One experimental feature, recommended for trial by the committee on hygiene is the use of linseed oil on all the floors. It is the opinion of most observers who have seen these floors that the process certainly detracts from the appearance of the floors, whatever its hygienic value.

In and Around New York City.

The annual election at the New York Schoolmasters' club will take place Saturday evening Nov. 10, at the Hotel St. Denis. The dinner hour is at six o'clock. The address of the evening will be by Dr. David Eugene Smith, of the Brockport, N. Y. State Normal school, who will speak on "The Function of the Training School with Reference to the Past and Future of New York State Normal Schools."

The candidates for membership are Supt. F. E. Spaulding, of Passaic, N. J., and Prin. Charles H. Gleason, of Newark.

Miss Helen M. Gould, of the Woman's Advisory Committee of the New York university, has reported that the library of pedagogy last year received 756 new volumes, bringing the total number of volumes up to 6,718. A gift of \$200 from Mrs. Louis H. Sapham toward a psychological library is also announced.

The committee on teachers for the borough of Manhattan has recommended a censure of Miss Julia Richman, a principal of Public School No. 77. The facts of the case are these: Miss Richman, while out of school on sick leave, entered the employ of a publishing house for the purpose of editing questions for a prize puzzle contest for school children. She is said to have received \$500 for this work and to have returned the money after her conduct in accepting it had been called in question. The committee in making their recommendation of censure suggested the passage of some appropriate by-laws which should make participation in such outside work a serious offence.

The New York Cooking school began its year's work October 29 with full classes. More classes will have to be arranged later. The mission work of this school consists in giving courses in plain cooking and simple hygiene to young women from the tenement districts. The pay classes support this charity. The sessions are held in the United Charities building, Fourth avenue and Twenty-second street, where visitors are always welcome.

A public meeting in memory of Prof. Max Muller was held at Schermerhorn Hall, of Columbia university, Nov. 7. Between 400 and 500 people were present—a great tribute to the memory of the deceased philologist, if one considers the usual difficulty in getting an audience for such memorial services. Pres. Seth Low presided and introduced as better qualified to speak on philological matters, Prof. A. V. Williams Jackson, of the chair of Indo-Iranian languages, and the Swami Abduhananda of India. Brief addresses were also made by Profs. Gottheil, Thomas, Sihler, and Cohn.

Manual Training Course Revised.

The committee on courses of study has submitted a recommendation of a new course in manual training, cutting down in some particulars the amount of work required of the grade teacher. This was done in response to a demand that teachers should not be given more work to do in this branch than they could possibly accomplish.

For License No. 1.

An examination of candidates for license No. 1 in any or all boroughs of the city will be held on Monday, January 14, 1901. Applicants must be at least eighteen years of age. Intending applicants should apply at the Hall of Education for the conditions of the examination.

There will also be an examination for all subjects of high school work December 14 and 15.

Pupils Removed from Disciplinary School.

The controller, on visiting the Brooklyn Disciplinary Training school, whose unsanitary condition was reported in last week's SCHOOL JOURNAL, found things even worse than they had been reported to him. He accordingly authorized the directors to make immediate transfer of all the pupils. The twelve boys who are down with typhoid have been transferred to a hospital; the others have been dispersed in a number of local reformatories.

Just what will be done with the old building no one can say. It ought to be torn down and rebuilt, but as the cost of such rebuilding would be between \$200,000 and \$250,000, and as there is no fund available for such a purpose, it seems probable that the work of patching the old structure will be continued.

Commercial High School Plans Criticised.

The board of education has adopted a resolution to give out a contract for the building of the commercial high school. It goes without saying that Pres. O'Brien is very much pleased, for the business high school plan has always been very close to his heart. It is also true that a good deal of adverse criticism has been uttered by people who think that, while the commercial high school is a good thing, it can wait until better accommodations are provided for the 8,000 who are crowded into the existing high schools. They say that it would be more sensible to perfect these than to rush ahead with a school which will be only experimental in scope.

An especially severe critic is Controller Coler, who does not

believe in extending the high school system anyway. He holds that the existing schools are enough, and that they should be reserved for those pupils of the elementary schools who are exceptionally strong intellectually. It does not pay, in his opinion, for the city to educate dull or mediocre children in high schools. Such young people should go to work, supplementing their practical training in shop or store with lessons in the evening schools. As much money as possible should be diverted to the use of evening schools, and the free lecture system.

Teachers College Notes.

Dean Russell's report for the academic year ending in June, 1900, has gone to press. It shows a marked increase in enrollment during the past three years. The attendance was 169 in 1897-8; 335 in 1898-9; 445 in 1899-1900. The figures for this year are not ready, of course, since the enrollment is not complete, but it is evident that the increase has been so great that by another the limit of capacity will have been reached.

The Graduate Club met Wednesday evening and elected officers as follows: President, Frank A. Manny, of New York; secretary, Mary S. Mack, of Denver; treasurer, Susanne R. Miller, of Minneapolis. After the business meeting Dr. Margaret A. Smith addressed the club on the "Status of the Woman Student in German Universities." Dr. Smith has studied at Jena, Gottingen, and Zurich, taking her Ph.D. at the last named; but she would advise American women to do their graduate work at American universities.

Educational Meetings.

Nov. 23-24.—Southeastern Minnesota Educational Association.

Nov. 29-30.—West Virginia Teachers' Association, Clarksburg.

Nov. 29-30.—Western Kansas Educational Association, Newton.

Nov. 30-Dec. 1.—Massachusetts Teachers' Association, Boston.

Nov. 30-Dec. 1.—Michigan Schoolmasters' Club, Ann Arbor.

Nov. 30-Dec. 1.—North Central Kansas Teachers' Association, Beloit.

Dec. 7 and 8.—Meeting of New Jersey High School Teachers' Association, Newark. President, H. C. Krebs, Somerville, secretary, Cornelia MacMullan, South Orange.

Dec. 20-22.—San Joaquin Valley (Cal.) Teachers' Association, Fresno.

Dec. 26-28.—Iowa State Teachers' Association, Des Moines.

Dec. 26-28.—South Dakota Teachers' Association, Yankton.

Dec. 26-28.—Illinois State Teachers' Association, Springfield.

Dec. 26-28.—Kentucky Educational Association, Louisville.

Dec. 26-28.—Minnesota Educational Association, St. Paul; D. E. Cloyd, secretary.

Dec. 26-29.—Wisconsin Teachers' Association, Milwaukee.

Dec. 27-28.—Louisiana Teachers' Association, Alexandria.

Dec. 27-29.—Southern Educational Association, Richmond, Va. Secretary, Prof. P. P. Claxton, Greensboro, N. C.

Dec. 28.—Michigan Teachers' Association, Grand Rapids.

On the week beginning October 29 three county institutes were held in Pennsylvania. The Delaware county teachers met at Media. Their list of instructors for the week were Pennsylvania men and women prominent as progressive workers and students of education.

Montgomery county teachers made a record for themselves, as out of the 613 teachers in the county all but fourteen were present on the opening day of the institute, which was held in Norristown. The speakers included Prof. Ellis, of Juniata college, Supt. Deane, of Bridgeport, Conn., and Prof. Smith Burnham, of West Chester.

Bucks county educators met in Doylestown. A variety of subjects composed the week's program, such as: "Alcohol as a Food and as a Poison," by Miss Elizabeth Lloyd, of Darby; "Instruction in Vocal Music," by Prof. Nauman, of Sellersville; and "The Grammar School Course," by Prof. Rosenberger, of Quakertown.

The Central Ohio Teachers' Association was held at Columbus November 2 and 3 with an attendance of about 1,800 teachers. The inaugural address was delivered by Pres. W. McK. Vance, of Urbana, on the subject "Teaching as a Career." Dr. R. T. Stevenson, of Ohio Wesleyan university, spoke on "School-Room Optimism," and Mrs. Eva D. Kellogg, of Boston, on "Beauty in Education." Friday evening the Right Rev. J. L. Spaulding, bishop of Peoria, lectured on "The Meaning and Worth of Education."

Saturday morning Supt. R. G. Boone, of Cincinnati, gave a talk on "Type Forms as Subjects for Study," and Dr. Reuben Post Halleck, of Louisville, Ky., spoke on "Some Foundation Stones of Education."

Interesting Notes from Everywhere.

BUFFALO, N. Y.—A consignment of about 300 disused text-books has been gotten ready for the Philippines, in accordance with a request from Lieut. Paul B. Malone, formerly of Buffalo and now a teacher at Manila.

SAN FRANCISCO, CAL.—The school board has rescinded a resolution, previously passed, according to which experience in teaching night schools should count for half the equivalent service in day schools. Evening work will now be counted on a parity with the ordinary work of the grades.

DETROIT, MICH.—A movement to run the schools by standard time has been started. The schools and all the other official buildings have always been conducted on the sun time system and, as most of the factories in town use the standard time the schools have been subject to a great deal of friction. Children who have to carry their parents' dinners to the mill are regularly tardy after the noon hours.

MINNEAPOLIS, MINN.—This city is considering the matter of medical inspection. A number of young physicians have volunteered to give their services so that the experiment cannot cost much. So many cases of contagious diseases have been reported this autumn that the necessity for inspection is daily becoming more apparent.

BRIDGETON, N. J.—The board of education here has received a communication from the city of Galveston requesting donations from pupils to make possible the re-establishment of the recently destroyed or damaged schools.

MINONK, ILL.—This town will build a new school-house costing between \$24,000 and \$32,000.

EAST EDDINGTON, ME.—The pupils of the public schools have organized a school improvement league for the purpose of raising funds to buy books and pictures for the schools. The officers are F. K. Spear, president; Edith Lynott, secretary. The first of a series of public entertainments was held Nov. 9.

BUFFALO, N. Y.—Mrs. Abby Morton Diaz was the guest of honor at the last meeting of the Women's Educational and Industrial Union. Her subject was "The Four Hindrances to the World's Betterment." The hindrances quoted were: Resistance toward anything new; low ideals of love; belief in the inevitableness of evil; cynical distrust of human nature.

PROVIDENCE, R. I.—The inaugural address of the new dean of the Women's College of Brown university, delivered October 25, contains some fine thoughts. Among other things Miss Emery pleaded for a recognition of the value of the work of those college graduates who do not engage in some definite wage-earning occupation. There is need of a leisure class of women who will have time to be very busy in doing a work that is without money and without price. A woman who makes her own or her father's home attractive is as much an honor to her college as the woman who writes a doctor's thesis and earns a salary.

There are now registered 152 young women at Pembroke Hall, the women's department at Brown.

PATERSON, N. J.—The People's Park Association has instituted an inquiry, said to be disagreeable in character, as to the expenditure of \$5,000 appropriated for improvements at School No. 16 known as the People's Park school. The money has been spent and no beautification has resulted.

ROCHESTER, N. Y.—The board of education proposes to make a special study of the night school system. The principals in charge of these schools have been asked to report plans conducive to a more efficient organization. With the expectation of a large registration a complete corps of teachers has been engaged.

EVERETT, WASH.—The school board has called to the principalship of the new public school Miss Gertrude Gibbs, now a teacher in the Faribault, Minn., high school.

SOMERSET, KY.—Mr. Alfred Livingston, secretary of the Kentucky Educational Association has sent out a strong appeal for a good attendance at the next meeting to be held December 26, 27, 28 at Louisville; an excellent program has been prepared.

JACKSONVILLE, FLA.—One of the features of the Fulton County Teachers' Association meeting was the exhibition of a model country school-house, representing the type that is used in the neighborhood of Atlanta, Ga. Supt. Brittain, of Atlanta, was present to explain it.

Dr. George G. Groff, who has been acting commissioner of education in Porto Rico, has returned to his home at Lewisburg, Pennsylvania. He has prepared a series of seven lectures upon the problems of our colonial possessions and expects to fill in his time with a great many platform engagements.

FT. DODGE, IA.—Tobin college is to be placed under entirely new management. Among the incorporators are Prof. C. V. Findlay and Prof. J. F. Monk, who have been connected with the institution for some time. It is proposed to make the school one of the leading college preparatories of the state.

WILMINGTON, DEL.—Supt. George Twitmeyer in his annual report calls especial attention to the valuable library facilities which the Wilmington Institute free library has made available for the use of the teachers and schools. The teaching of history and geography has been stimulated as never before, since the library books have been brought to the schools for supplementary use.

DETROIT, MICH.—Teachers interested in the pension fund are agitating an amendment of the associate constitution so that married women, retired, who do not need the help of a pension shall be excluded. Their feeling in the matter has been aroused by the grant of pension money to a teacher who had served the required twenty-five years and had married well immediately after retirement.

LINCOLN, NEB.—Chancellor Andrews, of the University of Nebraska, delivered an address before the Disciples' Convention at Kansas City, on "The Place of the Denominational College in the American System of Education." Dr. Andrews in his address first inquired into the reasons for the existence of the denominational college, then cited its value, closing with the statement that he believed it occupies a permanent place in American education.

DAYTON, O.—The public school enrollment for September is 11,588, an increase of eighty-four over the corresponding month of last year.

TROY, N. Y.—Altho two months have elapsed since the opening of school, no principal has been appointed at the high school. There are nine prominent applicants for the position and it would seem to be an easy matter to choose from among them. One member of the board has said in a newspaper interview that the object of his willingness in allowing Miss Martin to enact the duties of principal is economy; in that way at least \$400 a year can be saved.

DANVERS, MASS.—The Danvers Women's Association held an important meeting October 25 at which Editor Ossian H. Lang, of THE SCHOOL JOURNAL gave an address on "The School as a Social Center." He argued in favor of keeping children always busy by the formation of playgrounds and by means of special clubs and classes for the study of local history, natural science and other subjects. "Anti"—societies should be discouraged, for it is better to employ children in working for something good rather than against an evil.

JACKSONVILLE, FLA.—The superintendents of the various schools in the counties along the line of the Seaboard Air Line held an educational meeting October 25 by special invitation of the road. The meeting was presided over by Hon. John T. Patrick. Among the speakers were State Supts. Glenen of Georgia and Bryan of Virginia.

WAYNESBURG, PA.—A successful institute, both as regards attendance and value of instruction received, was held here on the week beginning October 15. It was the thirty-fourth annual session of the Green county teachers and more than two hundred educators were enrolled. Of the subjects discussed pedagogy naturally received the most attention.

The sum of \$30,000 has been given to Northwestern university for the erection of a new dormitory for women provided a like sum be raised. The philanthropist's name is withheld. It is intended that the new home be conducted on the cottage plan. The women students will assist in the homework and thus pay a portion of their living expenses.

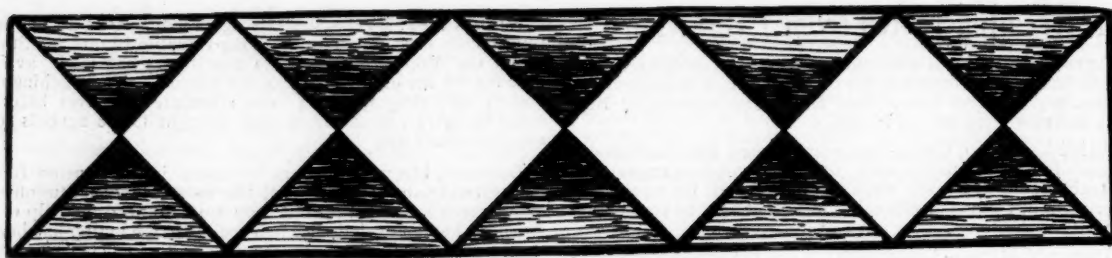
Unsanitary Conditions in High Schools.

Overcrowding at the Rochester high school has become alarming. Complaints from parents whose children's health is suffering are coming in daily to Principal Wilcox. Every available inch of space is occupied. Girls and boys are huddled into rooms never before used as class-rooms, and the assembly room on the first floor, previously used by the commissioners as a meeting-room, has been converted into a place for the pupils to store their clothes. Things will be still worse after the semi-annual promotions in February. A new high school building is a necessity of the near future.

Dyspepsia is difficult digestion, due to the absence of natural digestive fluids. Hood's Sarsaparilla restores the digestive powers.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 80 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York.



Wood Carving.

By MARGARET J. CODD, Chicago.

Among the peasants of Europe, wood carving has been worked out as an expression of their artistic instincts. Children, both boys and girls, will enjoy this work and it will serve a valuable purpose in the school-room.

One of the simplest forms of the work is what is familiarly known as "chip-carving" or peasant carving. Originating in the distant childhood of the race, it is equally suited to the children of to-day.

Primitive man, in his savage state, notched with a knife or other sharp instrument his wooden implements and the objects of his daily use. Our children will delight in ornamenting in this manner the work which represents their best effort. Of course, work, which is carelessly done should never be considered worthy of

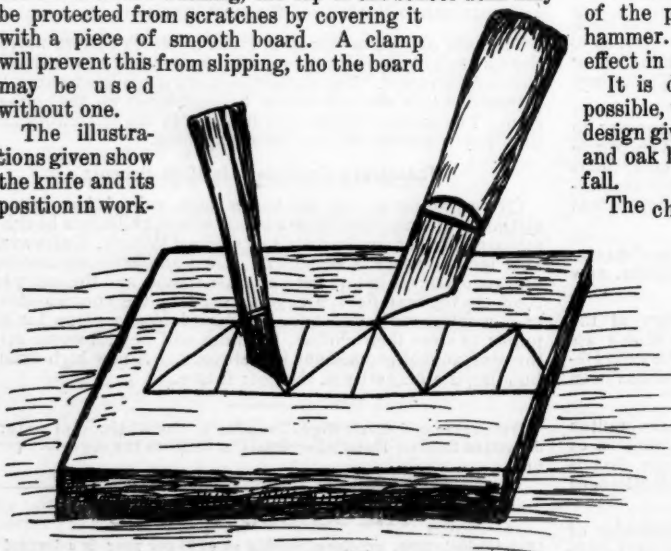


Chip-carving Knife.

ornamentation. This consideration in itself will furnish a pleasant incentive and help to secure good work from the children.

No tools are needed for this but a knife and a ruler. Compasses may sometimes be required, but its place may be supplied by the useful pencil and string. The knife used for the work is known as a chip-carving knife. It has but one cutting edge, the slanting end. These knives may be procured for about twenty cents each and if ordered by the quantity will cost somewhat less. While the children are working, the top of the school desk may be protected from scratches by covering it with a piece of smooth board. A clamp will prevent this from slipping, tho the board may be used without one.

The illustrations given show the knife and its position in work-



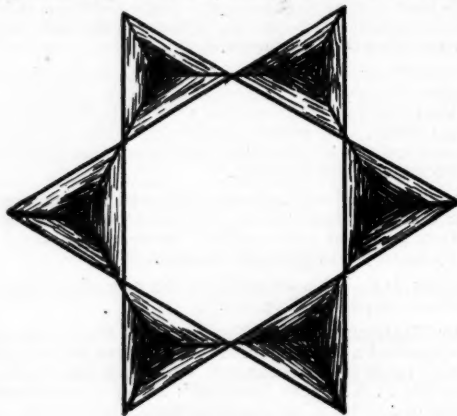
Chip-carving.—Position of knives in working.

ing. The pattern should be neatly drawn upon the wood, and the background cut out to show the design.

The simple border and illustrations given will suggest others, and beautiful rosettes may be studied from the designs found on cut glass.

It is almost needless to say that all tools should be

kept clean and sharp. The wood needed may be obtained at any lumber yard or carpenter's shop for a few cents a



Chip-carving Design.

square foot. The wood should be kiln dried or thoroughly seasoned, and planed or smooth-finished on both sides.

Should the wood warp, it must be weighted down, or the concave side may be exposed to the influence of the sun, or placed before the fire at some little distance.

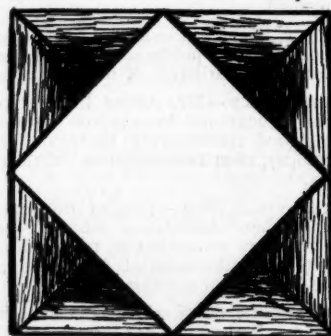
Punching Work.

As stated in a previous article, punches for wood carving may be procured thru any art store or hardware house and cost about fifteen cents apiece.

The children should draw the design upon the wood, cut with a penknife the outline of the design, then stamp the background with a carving punch, striking the end of the punch firmly and evenly with a mallet or light hammer. This brings out the design and gives a good effect in a very simple easy manner.

It is desirable to correlate all hand work, as far as possible, with the other studies of the school, and the design given (on opposite page) of conventionalized acorns and oak leaves is suggested by the nature study of early fall.

The children will be interested in other adaptations of



Chip-carving Design.

leaves and seeds and an almost infinite variety of patterns may be secured in this simple way.

The children should be encouraged to combine and originate designs, and one of the most valuable results of this work will be the development of their powers of ingenuity and invention.

Notes of New Books.

History and Travel.

Duruy's *Middle Ages* and *Modern Times* are excellent books. In this translation, by Professor Grosvenor, the clear and keen style of the French author is admirably reproduced. The first book of only one hundred and twenty pages covers the period 476 A. D. to 1453, that is from the fall of Rome to the fall of Constantinople. Victor Duruy has the dramatic gift. Despite condensation and excision, relentlessly applied, these pages not only give the essential events and features of this millennium of years, but gives them in a memorable way. They compel interest. They are literary, for literature is the interpretation of life. They have the charm which is associated with the power to say great things simply. I know of no other history of the world, for these two volumes together with the French historian's volume on *Ancient History* and the American translator's own volume on *Contemporary History* constitute one great history, equally valuable for the library of the scholar. At the same time the use of these texts for college, and even high school classes, would almost certainly prove a success.

Few as are these pages which recount the events of mediæval times in Europe, nothing essential has been omitted. Yet the story is not told in generalities. The details are so given as to convey their own lesson. Here and there are brilliant sentences, in the nature of summaries, of sections and chapters, such as this—"Thanks to her strategic position Constantinople, the daughter of aged Rome who bore on her brow from her very birth the wrinkles of her mother, alone remained standing like an isolated rock" in the floods of barbarian invasions. Another example is this paragraph—"During the Middle Ages there are two worlds, that of the Gospel and that of the Koran, the one in the north and the other in the south. At the end of the eleventh century the two religions grappled, and their encounter is called the Crusades." A last example is the set of sentences with which the volume ends—"But did the Middle Ages wholly die? They bequeathed to Modern Times virile maxims of public and individual rights, which then profited only the lords but now profit all. The Middle Ages developed chivalrous ideas, a sentiment of honor, a respect for woman, which still stamp with a peculiar seal those who preserve and practice them. Lastly, mediæval architecture remains the most imposing material manifestation of the religious sentiment, an architecture we can only copy when we wish to erect the fittest houses of prayer."

The same qualities of style, terseness, clearness, brilliance, and the same quality of subject-matter, comprehensiveness with abundant detail, mark the larger volume on *Modern Times*. The translation carries the same quality of faithfulness to the letter and to the spirit of the seemingly incomparably artistic French of the original author. This volume of two hundred and sixty pages covers the period from 1453 A. D. to 1848, that is from the fall of Constantinople to the socialistic crisis in Western Europe. Again Duruy illustrates the truth that a man, tho an historian, may also be a philosopher; his pages read not like an argument for constitutional liberty, but like a demonstration of its necessity to the progress of humanity. His chapter on the economical revolution resulting from the discoveries of Columbus and his contemporaries and successors is particularly strong. He is fully alive to the relations between economic freedom and freedom in religion and in government. He comprehends, too, the relation of the great personalities, Cromwell, Louis Fourteenth, Napoleon, to the movements of European humanity. It is a positive and valuable contribution to English and American scholarship to give the work of this master of facts, principles, and style this very satisfactory translation. (Crowell & Company. 2 vols., small 8vo.)

In his *Liberty in the Nineteenth Century* by Frederic M. Holland, this well-known apostle of freedom has presented both a comprehensive and an ingenious book. Liberty is indeed a subtle ideal; our author does not try to define it. The concept is not easily reducible to words; yet each human being possesses it in his mind and pursues its realities in his life. The reader of this work finds what is even better than a treatise on the philosophy of liberty; he finds a great body of instances in which liberty in the last one hundred years has won and lost great battles. The book is uneven in quality. The latter half which deals with events in the author's own life-time is both more vivid and better organized than the first half; and the treatment generally of events in Great Britain and in America

is more satisfactory than is that of events in continental Europe. At his best the author is worthy of his avowed discipleship of Herbert Spencer. With a subject as vague yet as human as even a poet could wish, a subject pursued thru the events of a hundred years upon the two great continents of Christendom, the author has accomplished two most valuable purposes; he has written a book which was needed to fill an otherwise vacant place in social science, and he has interpreted our own century in the light of one of the essential qualities of a righteous and progressive humanity. The chapters on the American Transcendentalists and the English Evolutionists are especially fine examples of philosophic historical criticism. The greatest quality of this book is its ever-present atmosphere of common sense developed from familiar and intelligent experience with the world of men. The half dozen pages at the end which summarize chronologically the victories and defeats of liberty, the births and deaths of champions of liberty, and the dates of great books conclude a convincing demonstration that our century ends higher and better than it began: (G. P. Putnam's Sons. 8vo. \$1.50.)

England in the Nineteenth Century is a compact, well-arranged, and well-considered treatment of its subject. The author devotes two thirds of the book to the British Isles and the rest to India and the Colonies, ending with a very suggestive discussion of the question whether the British Empire can ever be organized as a federation similar to the United States of North America. (Longmans, Green, & Company, New York. 12mo. 276 pp.)

The Colombian and Venezuelan Republics, by Hon. W. L. Scruggs, late American minister to the republics and counsel for Venezuela, is a book of travels of the most delightful literary quality. Some of the topics discussed are of historical or political importance, such as the race problem in America, rights of foreigners in South America, Colombia and its possibilities, the Monroe Doctrine, and international arbitration. The pages, whether of travel or of history, are evidently the product of the greatest care to find and to tell the truth, the real truth, good and bad. Everything which a student of international life, or a would-be traveler, or merchant in those countries would care to know of them is treated here in a thoroughly satisfactory and agreeable manner. A chapter upon democracy in America is one of the very best accounts of the argument for representative republican government and against pure democracy which can be found anywhere. As a demonstration of the great opportunities yet to be found in the world, by energetic people, it is very valuable; after reading it one sees why these republics have been so slow to realize the possibilities of their amazing mineral and agricultural resources. The author holds that, while in natural wealth and beauty there is not much to choose between the two republics, Venezuela is probably the better field for new enterprises, since it is nearer the world's markets, has better inland waterways, and is not so much broken up into little valleys by great ranges of mountains. They wait only for the right inhabitants to be the richest regions of the earth. With an area ten times as great as New York state, as great as France and Italy combined, with soils as rich as Louisiana, and rocks even richer than Pennsylvania or Colorado, each of these republics could sustain populations of one hundred million in peace and comfort and culture.

The volume is printed, illustrated, and bound in a very attractive form. (Little, Brown, & Company. 8vo. 344 pages.) WM. E. CHANCELLOR.

Nature Study.

The First Book of Birds, by Olive Thorne Miller. With eight colored and twelve plain plates and twenty figures in the text. Recognizing that children are fond of birds, this book is designed to interest the youngest in seeing the habits and conditions of our common songsters. Mrs. Miller teaches the conditions of the baby birds, their manner of building their nests, each species showing some feature distinctive from all others, the differences in color of the sexes and why the female needs to be hidden; how and when birds change their coats; and their various sorts of food. Special care is taken to correct common misapprehensions, and to show the various ways in which birds benefit mankind. Birds show many mental characteristics like men, and they are as capable of suffering as human beings. Hence a study of the birds tends to develop tenderness among children. Very little is given in the book upon the structure of the bird. The beauty and accuracy of the plates, especially those in colors, is worthy of special commendation. (Houghton, Mifflin & Company, Boston and New York.) L. R. F. G.

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Literary Notes.

John Morley's "Oliver Cromwell" is said to be the book of the hour in England. It was originally written for serial publication in the *Century Magazine*.

Mr. Charles Haight Farnham's "Life of Francis Parkman" has gained great popularity. The interest in Parkman appears to be very general and is all the while increasing.

Mr. James L. Hughes, superintendent of the Toronto public schools, has an article on Toronto in the November number of the *New England Magazine*. He deals especially with the educational life of the Canadian city, giving a brilliant pen picture of its many schools and colleges.

A "Book List for the Use of the Members of the Society for the Study of Life" has been issued by the president of the society, Mrs. Almin Hensley. It gives a large bibliography of books bearing upon child culture, sexual science, and evolution, heredity, and ought to be of considerable use to educators. Published by the author at New Rochelle, N. Y.

Mental Science is the name of a new periodical published at 27 William street. It is supposed to be "The Message of the New Thought." In other words it is a Christian Science publication. With perhaps unconscious humor it invites those to whom it appeals to "give the magazine the vitality of their subscriptions."

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Plants, Flowers, and Fruit.

- | | |
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| 71 Wild Rose | 74 Tulips |
| 72 Calla Lily | 75 Pear Blossom |
| 73 Solomon's Seal | 76 Wood Violet |
| 77 Pond Lilies | 80 Fuchsias |
| 78 Roses | 236 Pinks |
| 79 Morning Glor. | 237 Hollyhocks |
| | 238 Canadian Lilies |
| 239 Apple Blossoms | 240 Daisies. |
| 241 Spray of Oranges | |
| 242 Spray of Peaches | |
| 243 Spray of Strawberries | |
| 244 Oak Branch and Acorns | |
| 245 Spray of Pears | 263 Flax Plant |
| 257 Banana Tree | 264 Indian Corn |
| 258 Tea Plant | 273 Almonds |
| 259 Coffee Plant | 274 Olives [ate] |
| 260 Pineapple | 275 Pomegran. |
| 261 Cotton Plant | 299 Passion |
| 262 Tobacco Plant | Flower |
| 318 Charter Oak. | |
| 344 Golden Rod | 345 Chrysanthemum |

Birds.

- | | |
|-----------------|-----------------|
| 81 Quails | 84 Stork |
| 82 Woodcocks | 84 Swan |
| 83 Eagle Flying | 267 Condor |
| 268 Tailor Bird | 283 Lark |
| 241 Ostrich | 284 Thrush |
| 282 Snipe | 285 Nightingale |
| 337 Robin | 340 Blue Jay |

Buildings.

- | | |
|---------------|---------------|
| 91 Lighthouse | 94 Bird House |
| 92 Castle | 95 Fort |
| 93 Wind Mill | |

Old and Young.

- | |
|-----------------------|
| 86 Hen and Chickens |
| 87 Geese and Goslings |
| 88 Duck and Ducklings |
| 89 Owl and Owlets |
| 90 Bird and Young |

Portraits.

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| 37 Jefferson | 43 Emerson |
| 38 Jackson | 44 Bryant |
| 39 Lincoln | 45 Tennyson |
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| 41 Whittier | 252 Edison |
| 253 B. Franklin | 319 Holmes. |
| 254 H. M. Stanley | 320 Hawthorne. |
| 255 G. Cleveland | 321 Lowell. |
| 256 Henry Ward | 322 Columbus. |
| | Becher |
| 324 McKinley. | 327 Queen Victoria |
| 325 Irving | 328 Garfield |
| 326 Martha Washington | 331 Froebel |

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| 97 Liberty Bell | |
| 98 U. S. Coat of Arms | |
| 99 The American Eagle | |
| 100 Goddess of Liberty | |
| 301 Ship of Columbus | |
| 312 The Mayflower | |
| 318 Charter Oak | |
| 346 Tomb of Gen. Grant | |
| 325 Ad. Dewey | 330 Ad. Sampson |
| 327 Com. Schley | 329 Lieut. Hobson |
| 328 Maj. Gen. Miles | |

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| 504 Mercator's Western Hemisphere | 512 Mexico | |
| 505 North America | 513 Canada | |
| 506 South America | 514 West Indies | |
| 507 Europe | 574 New York and Vicinity. | |

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- | | | | |
|-----------------|-----------------|-----------------|---------------|
| 524 Alaska | 532 Delaware | 540 Kansas | 548 Missouri |
| 525 Alabama | 533 Florida | 541 Kentucky | 549 Minnesota |
| 526 Arizona | 534 Georgia | 542 Louisiana | 550 Montana |
| 527 Arkansas | 535 Idaho | 543 Maine | 551 New Hamp. |
| 528 California | 536 Illinois | 544 Maryland | 552 N. Jersey |
| 529 Colorado | 537 Indiana | 545 Mass. | 553 N. Mexico |
| 530 Conn. | 538 Ind. Ter. | 546 Michigan | 554 New York |
| 531 Dakota | 539 Iowa | 547 Mississippi | 555 Nebraska |
| 532 Nevada | 540 Penn. | 548 Texas | 556 Wash. |
| 533 N. Carolina | 541 R. Island | 549 Utah | 559 West Va. |
| 534 Ohio | 542 S. Carolina | 550 Vermont | 570 Wisconsin |
| 535 Oregon | 543 Tenn. | 551 Virginia | 571 Wyoming |

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- | |
|---|
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| 516 MIDDLE ATLANTIC—N. Y., N. J., Pa., Del., Md., Va., and W. Va. |
| 517 SOUTHERN STATES, (three groups). No. 1., N. C., S. C., Ga., Fla., Ala., Miss., La., and Tex. |
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| 520 CENTRAL STATES (two groups). No. 1., Minn., Wis., Mich., Ia., Ill., Ind., Ohio, Mo., and Ky. |
| 521 No. II.—Daks., Minn., Wis., Mich., Neb., Ia., Ill., Ind., Ohio, Kan., Mo., and Ky. |
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